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ABSTRACT

This resource guide contains seven units of study on the modern history of Hawaii. The one-semester course for use at the high school level is a study of the historical development of modern Hawaii within the context of social, political, and economic growth and development of the state. An introductory unit attempts to anticipate future problems and examines alternative futures for Hawaii. In Unit I, "Expansion of Plantation Agriculture," students inquire into Hawaii's economic history up to 1941 by examining the "Big Five" and labor unrest after annexation. Unit II, "The Road to Territorial Rule," attempts to examine the political history of Hawaii from the downfall of the monarchy to 1941. The social history of Hawaii up to 1941 is examined in Unit III, "The Beginning of a New Society." Students investigate the economic, political, and social changes that the war brought to Hawaii and its people in Unit IV, "Hawaii: During and After World War II." Unit V, "Government and Politics," examines the issue of statehood and constitutional revision, politics, and political issues that are facing the people of Hawaii. Unit VI, "Hawaii's People Today," examines current social issues. Hawaii's present economy, its industries, future developments, and current economic issues are examined in Unit VII, "Hawaii's Present Economy." Teaching methods include having students analyze cartoons, conduct a community survey, examine case studies, write journalistic accounts of incidents, critique still pictures, analyze statistical tables, view films, read selections from books, and participate in classroom discussions. (Author/RM)

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**Instructional Materials/Resources for High School Modern History of Hawaii**

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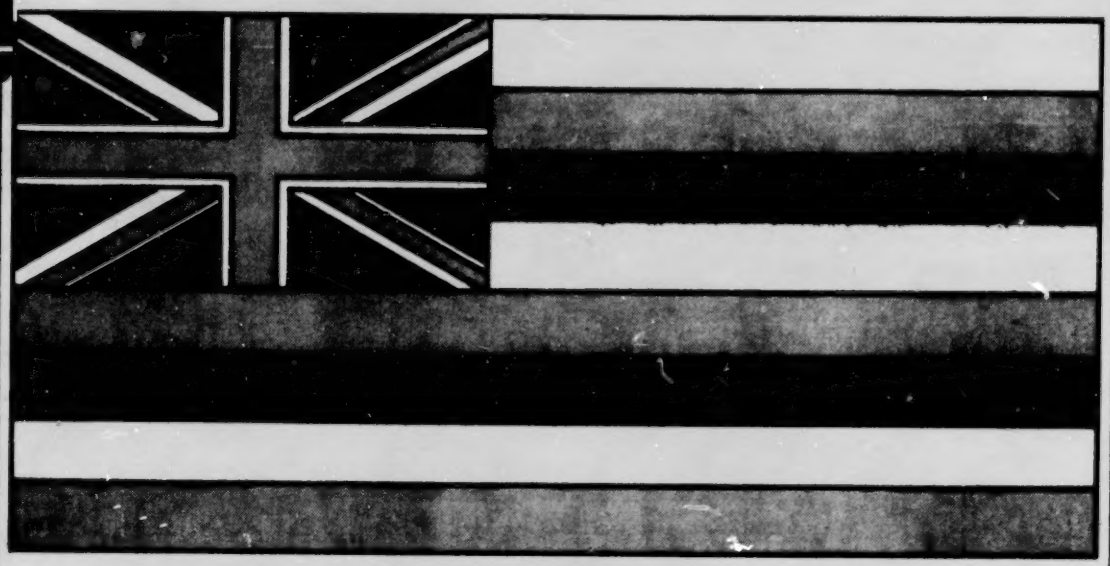
# Modern History of Hawaii

by

Ms. Jane Kinoshita



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# FOREWORD

This publication is designed to aid teachers who will be teaching a one-semester course titled, "Modern History of Hawai'i", at the high school level. This course is a study of the historical development of modern Hawaii within the context of social, political, and economic growth and development of the State. The focus is on people, events, and technology, which are analyzed and evaluated in terms of how they have influenced the growth and development of Hawaii as a state that is unique in many ways from other states in our nation.

As a resource guide, this publication includes six units which follow the format of presenting the key questions for study, the generalizations, the concepts, and the objectives which all help to focus each unit of study. These are followed by suggested learning resources and further notes and questions to guide the development of lessons, discussions, and other activities.

This resource guide was written by Ms. Jane Kinoshita, a social studies teacher, with the assistance of representative teachers in the field and curriculum personnel from the State and District Offices.

Charles G. Clark

CHARLES G. CLARK
Superintendent of Education

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## INTRODUCTION

Modern History of Hawai'i is a historical study of the economic, political, and social development of the State. It focuses on people, events, and issues facing Hawai'i's people today. It includes the following:

Introductory Lesson: Hawai'i 2000. This lesson attempts to anticipate future problems and examines alternative futures for Hawai'i.

Unit I: Expansion of Plantation Agriculture. This unit attempts to inquire into Hawai'i's economic history up to 1941 by examining the "Big Five" and labor unrest after annexation.

Unit II: The Road to Territorial Rule. This unit attempts to examine the political history of Hawai'i from the downfall of the monarchy to 1941.

Unit III: The Beginning of a New Society. This unit attempts to examine the social history of Hawai'i up to 1941. It focuses on the plantation society and the various ethnic groups that made up Hawai'i.

Unit IV: Hawai'i: During and After World War II. This unit attempts to inquire into the economic, political, and social changes that the war brought to Hawai'i and its people.

Unit V: Government and Politics. This unit attempts to examine the issues of statehood and constitutional revision, politics, and political issues that are facing the people of Hawai'i.

Unit VI: Hawai'i's People Today. This unit attempts to examine Hawai'i's people today and inquire into current social issues.

Unit VII: Hawai'i's Present Economy. This unit attempts to examine Hawai'i's present economy, its industries, future developments, and examine current economic issues.

The history of Hawai'i is essentially a history of its people -- their ideas, feelings, goals, behavior, and decisions. Teachers are asked to use their imagination and creativity to bring to life the story of Hawai'i and its people.

A discussion on teaching strategies follows, which might be useful in planning lessons for students. Since there are no textbooks on Hawai'ian history currently in print for high school students, it is hoped that teachers will be able to use the suggestions as springboards to more creative lessons.

Course themes or generalizations within the context of economic, political, and social history of Hawai'i are also provided for teachers to get a brief overview of the main themes of the history of Hawai'i. This is followed by a course outline. However, teachers are encouraged to reorganize the units if they wish. For example, Unit III: The Beginning of a New Society and Unit VI: Hawai'i's People Today, may be combined and comparative studies made. Or the current issues sections of both units may be combined or studied in conjunction with other units, or whenever the teacher feels they are appropriate.

The resources listed are not inclusive and, since there are no textbooks, teachers are encouraged to develop their own Hawai'ian history library by clipping relevant newspaper articles and collecting whatever other resources they may discover.

## TEACHING STRATEGIES

1. Analogy. This is a powerful technique for dealing with prescriptive issues (what should or ought to be done).

   Begin with a specific case and identify the issue that seems most relevant. Identify another case with a similar issue and see how students feel about the policy as it applies to the second case. (You may use hypothetical cases.)

2. Cartoons. Some questions useful for analyzing cartoons are:

   a. What is the purpose of the cartoon? (to entertain, inform, or influence the thinking and action of the reader)
   b. What does each figure represent?
   c. What views are presented?
   d. Are there other views which are not presented?
   e. Who are the groups or people who have an interest in the issue?
   f. What particular view do you think the cartoonist is promoting?
   g. What techniques are used by the cartoonist to express a viewpoint?

3. Cause-Effect Relationships. Show how events led to results, or how a series of events led to a climax.

4. Community Survey. Community surveys can promote student awareness and understanding of the community as a source of information on current issues and problems. However, it is necessary to preplan with students, focusing on questions like the following:

   a. What is the purpose of the survey?
   b. What sources of information do we need? Which are available to us?
   c. What questions do we need to ask to achieve the purpose of the survey?
   d. Will the questions result in meaningful data?
   e. What kinds of information should be obtained from the interview?
   f. Should notes be taken during the interview?
   g. Why is it important to be accurate and objective in recording and reporting the results of the interview?
   h. How can rapport be established, and what can be done about disagreeable situations that may arise?
   i. When and how can an interview be terminated?
   j. How can the information obtained in interviews be summarized and interpreted?

5. Critical Incident Approach. This approach is useful in initiating study of a controversial issue. The teacher might use a real or hypothetical story in which the issue to be studied is confronted.

   One technique is to use a newspaper story (real or simulated) containing the basic facts with accompanying "letters to the editor" which express two or more opposing viewpoints. If used without "letters to the editor", the article should contain facts and divergent views.

   Guidelines for discussion may include the following:

   a. Ask students for their opinions.
   b. Discuss the issues raised in the article and the accompanying "letters to the editor".
   c. Divide students into small groups. Each group is to consider itself the "decision-makers". Have them decide what should be done.
   d. Or use appropriate questions listed under the Problems Approach.

6. Evaluating Sources of Information. Sources are not infallible and guidelines for the evaluation of sources may include some of the following:

   a. Who is the authority?
   b. What is his background?
   c. What is the purpose of the material?
   d. Is there corroboration of the facts from other sources?
   e. Is the authority objective in the treatment of the material?

   Additional guidelines for evaluation of materials from mass media and sponsored sources are:

   a. What organization is responsible for the material?
   b. What is the purpose of the material?
   c. Are the sources of information identified?
   d. Does the authority distinguish between fact and opinion?
   e. Does the conclusion seem justified on the basis of the facts presented?
   f. Were all the facts presented?
   g. Do other sources agree with the presentation and interpretation of facts?

7. Imaginative Questioning. Any question that offers students an opportunity to use their imaginations will stimulate and sustain interest. The questions that follow may be adapted to a variety of lessons:

   a. If you were a cartoonist, how would you illustrate the idea of the aloha spirit? the idea of aloha 'aina?

b. What would the future scientists say about life in Hawai'i on the basis of the excavation of _____ (your neighborhood)?
c. How would you design a postage stamp to commemorate Hawai'i's people?
d. What would King Kamehameha like about Hawai'i today?
e. If you "returned" to Hawai'i in the year 3000, what would you see?
f. If you were Governor of Hawai'i, what is the first thing you would do?

8. Journalistic Accounts. Write journalistic accounts of incidents, people, etc.

9. Problems Approach. This approach may be appropriate when a controversial issue is involved. The following questions can serve as guidelines:

a. What is the problem? Why is it a problem?
b. What are the arguments for the proposed course of action? What are the arguments against the proposed course of action? Are there other alternatives?
c. What persons, groups, or organizations support or oppose the proposed course of action?
d. What problems are left unsolved or what new problems arise if any of the solutions are adopted?
e. Which solution appears to be the best solution?
f. Who sets the policy? Who has the power to change it? How? When?
g. What can I, alone, or in a group, do to bring about a new policy or situation?

10. Statistical Tables. Questions to ask:

a. What story do these figures tell us?
b. What other information can we deduce from them?
c. What questions do they lead you to ask?

11. Still Pictures. Show pictures without captions and raise questions or ask any of the following questions:

a. If the picture captures an incident:
   1) What do you see?
   2) What is happening?
   3) Why do you suppose it is happening?
   4) What do you suppose will happen next?

b. If the pictures show a scene from the past or of another country, etc.:

   1) What impressions do you get from the picture?
   2) What in the picture gives you that impression?
   3) What questions about the picture can you raise?

Use the questions for class discussion or further research. Guide students to look at the visual from different points of view.

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Oliver, Donald W. and Fred M. Newman. Cases and Controversy. Guide to Teaching the Public Issues Series/Harvard Social Studies Project. Middletown. Xerox Corporation, 1967.

Ratcliffe, Robert, Editor. Justice in Urban America. Teacher's Guide. Boston. Houghton Mifflin Company, 1970.

Social Education - March, 1977, page 171.

# MODERN HISTORY OF HAWAI'I

## COURSE THEMES OR GENERALIZATIONS

### Economic History

1. Four factors have largely determined the character of Hawai'i's economy:

   a. Our resources (soil, climate, scenery, labor)
   b. Our location in the middle of the Pacific
   c. Our close relationship with the United States mainland
   d. Our technological advancement

2. Since annexation there has been a continuous improvement in living standards and working conditions in Hawai'i.

3. A labor movement is conditioned by its total environment (geographic, economic, political, and social). And labor in Hawai'i has had a long history of striving to improve the working conditions and living standards of its workers.

4. Hawai'i's business world in the 20th century has passed from a period of strong paternalism to a status of economic democracy.

5. Hawai'i's economy was based almost exclusively on plantation agriculture for its sustenance until World War II.

6. Hawai'i's economy is an interdependent one within the state, world, and especially the United States market.

7. Change and growth have characterized the economy of Hawai'i.

8. There has been continuous growth and diversification of Hawai'i's economy after 1955 (until 1970). This has been accompanied by major changes in its employment picture.

9. As the population of Hawai'i grows, the problems of land distribution and quality of life become more acute and pressures for solutions more insistent.

10. Trends indicate a need to be aware of the international economy, advances in research and communication in order to fit into the economy of tomorrow.

11. Hawai'i's major sources of income are the federal government, tourism, sugar, and pineapple. Each has made important contributions to the growth and well-being of our economy.

Political History

1. The government of Hawai'i has been characterized by a high degree of centralization of authority.

2. The Republicans had dominated the political life of Hawai'i for the first half of the 20th century. New political orientations have characterized the period since 1954. (Power in the legislature shifted from the Republicans to the Democrats and labor emerged as an important political force.)

3. The dominant political theme in Hawai'i from the 1930's through the 1950's was statehood. (It had its roots as early as 1919 when Prince Kuhio introduced the first Statehood Bill.)

4. The awareness that Territorial Hawai'i was dependent on the will of Congress in all matters relating to her form of government and details of administration made Hawai'i push for statehood.

5. World War II set in motion forces which changed the political framework of Hawai'i.

6. There has been a broadening base of participation in politics.

7. Hawai'i has many competing demands and challenges. The public policies have reflected the values of the influential people and groups in the political system.

8. Citizens in Hawai'i have the responsibility to be informed about civic problems, to apply critical thinking processes to public issues, and to participate in the improvement of Hawai'i.

Social History

1. Social classes exist in Hawai'i, although the bases of class distinction and the degree of rigidity of the class structure have varied.

2. Hawai'i is composed of many and varied cultures, each contributing to the total fabric that makes Hawai'i unique. This unique mix of peoples and cultures is still changing.

3. People migrate to Hawai'i for social, economic and political reasons.

4. The first generation immigrant faces many difficulties in adjusting to the new social and economic environment, and in turn creates problems socially, educationally, and economically.

5. The children of the early immigrants have become thoroughly Americanized and have become important contributors to Hawai'i's economic, political, and social life.

6. The most important force of Americanism and improved social status among the immigrants and their children has been education.

7. Change has been a dominant characteristic of almost every aspect of Hawai'i's social life.

## COURSE OUTLINE

INTRODUCTORY LESSON: HAWAI'I 2000

UNIT I: EXPANSION OF PLANTATION AGRICULTURE

A. Plantation Agriculture: Sugar, Pineapple

1. Importance of the Great Mahele to commercial agriculture
2. Importance of industries to Hawai'i
3. Problems within the industries
4. Effects of the industries on Hawai'i
5. Importance and significance of Reciprocity Treaty to sugar and Hawai'i

B. Big Five: Control of Government and Business Community

C. Labor Unrest: Causes and Outcomes

Unit II: THE ROAD TO TERRITORIAL RULE

A. Revolution and the Downfall of the Monarchy

B. New Forms of Government

1. Republic of Hawai'i
2. Territory of Hawai'i
   a. Annexation: Arguments for and against
   b. Organic Act of 1900
   c. Relationship with the United States

Unit III: THE BEGINNING OF A NEW SOCIETY

A. Hawai'i's People

B. Ethnic Groups: Hawai'ians, Haoles, Immigrants (Chinese, Japanese, Portuguese, Filipino, Others)

1. Reasons for migrating to Hawai'i (Immigrants)
2. Goals, Values
3. Problems faced
4. Social status
5. Assimilation

UNIT IV: HAWAI'I: DURING AND AFTER WORLD WAR II

A. The Military During World War II

1. Martial Law
2. Economic and social impact on Hawai'i

B. Contributions of Hawai'i to War Effort

C. Impact of World War II on Hawai'i: Political, Social, and Economic Change

1. Emergence of middle class
2. Emergence of strong democratic party
3. Military as important source of income
4. Emergence of Japanese as a strong political force
5. Unionization of labor

UNIT V: GOVERNMENT AND POLITICS

A. Statehood

1. Arguments for and against
2. State Constitution
   a. Constitutional Revision
   b. Other provisions
3. Achievements

B. Role of Unions in Political Process

C. Role of Media in Influencing Public Opinion

D. Current Issues and Problems

UNIT VI: HAWAI'I'S PEOPLE TODAY

A. Hawai'i's People Today

1. Who are the people of Hawai'i?
2. Who is a Hawai'ian?

B. Immigrants to Hawai'i

1. Reasons for coming
2. Goals, Values
3. Problems faced in Hawai'i
4. Effects on Hawai'i

C. Resurgence of Ethnic Identity

D. Current Issues and Problems

1. Hawai'ian Reparations
2. Limiting Population
3. Others

## UNIT VII: HAWAI'I'S PRESENT PROBLEMS

A. Major Sources of Income

1. Federal government
2. Tourism
3. Sugar
4. Pineapple

B. Other Industries

1. Diversified agriculture
2. Light diversified manufacturing
3. Recent developments

C. Expansion of Economic Interests: National, International

D. Current Issues and Problems

1. Role of unions
2. Land use
3. Others

## INTRODUCTORY LESSON: HAWAI'I 2000

### Overview

Hawai'i and the world today are faced with many quality-of-life problems -- overpopulation, poverty, dwindling resources, and destruction of the natural environment. If people continue to view the future as merely an extension of the present, then the prospects for survival seem dim.

If Hawai'i is to have a feasible future, then we must begin to examine the direction of change, anticipate future problems, and begin the design of alternative futures so that society has more options and its citizens are better prepared for the future.

We must critically inquire into the issues of our time since our choices involve consequences for the future. The choices that we make today and in each successive day, are in fact the major determinants of the future.

## INTRODUCTORY LESSON: HAWAI'I 2000

Key Questions:

1. What are the trends in Hawai'i today?
2. What are some alternative futures for Hawai'i?
3. What can I do to help create the kind of future I want?

Generalizations:

1. We are living in a world of rapid change and the issues facing Hawai'i and the world demand critical inquiry and the choices involve consequences for the future.

2. The actions of individuals today are the major determinants of the future.

3. A society that does not anticipate the future cannot survive.

Concepts:

1. Alternative future: Different images of the future.

2. Trend: Forces from the past and present that are pushing society in certain directions. (These may be population growth, energy development, etc.)

Objectives:

1. Explain the need to think and plan for the future.

2. Examine the trends in Hawai'i today and analyze the consequences for the future.

3. Develop alternative futures for Hawai'i.

4. Choose the preferred futures and decide on what the individual can do to encourage others to move toward that direction.

ALTERNATIVE LEARNING ACTIVITIES:

1. See film: Future Shock. This film generates the following ideas:

   a. Future Consciousness - the ability to recognize that the "future" has already arrived and must be controlled.

   b. Future and Technology - accelerated change made possible by technology implies philosphical as well as sociological upheaval for man and society.

c. Future and Society - as the pace of change speeds up, man's relationship to family, friends, and community is increasingly temporary. The impermanence of social bonds and social institutions is extensive despite resistance to change.

d. Future and Ecology - vast ecosystems are out of balance and man is only vaguely concerned about the consequences.

e. Future and the Individual - impermanence, overchoice, shattered structures, changes bombarding our minds and bodies result in alienation, anxiety and stress.

f. Future and Values - if the consequences of rapid change are widely perceived and understood, if society recognizes the need to make choices and say "no" to certain kinds of technology, if man takes control, then we can make decisions about the kind of world we want.

Many discussion topics for the future can be generated.

2. Or read and discuss "Why Futuristics" by James A. Dator in Chaplin, Hawai'i 2000, pages 20-39.

3. Future Events Survey.

a. Have students write down ten events they think most likely to occur in the future and date them.

b. The next day, have them write down ten events likely to happen to them in the future.

(There will probably be a great difference in each student's thinking about the future in general and the future personally. The general picture is usually catastrophic and the individual's future is usually uninterrupted by these "outside" events.)

c. Topics for discussion may include:

1) Students' attitudes toward change and ideas on how and why changes occur.
2) Why we commonly view the future in impersonal terms.
3) The positive and negative images of the future which students hold.

4. Have students describe the trends that are present in our society. What are the significant factors in the present that need to be considered?

a. How might significant factors grow or cease to grow in the future?
b. What are the consequences for the future?
c. What is the preferred future?
d. What can be done now to encourage Hawai'i to move toward the preferred future?

5. Write or discuss a preferred future scenario of Hawai'i 2000. Include political, social, economic aspects.

6. Read and discuss task force reports on Hawai'i 2000. See Chaplin, Hawai'i 2000.

LEARNING RESOURCES:

Chaplin, George and Glenn D. Paige, Editors, Hawai'i 2000 - Continuing Experiment in Anticipatory Democracy. Honolulu. The University Press of Hawaii, 1973.

FUTURE SHOCK: No. 5948 U S 42 minutes, HCA (film)
Based on a book by Alvin Toffler, the film brings to life social and scientific developments once considered bizarre. It dramatizes man's loss of a sense of belonging in the rapidly changing world, and emphasizes the fact that progress, change, and sophistication seem to be leaving us behind.

FOR TEACHER REFERENCE:

"A Particular Point of View: Planning is Key to State's Future" by Ken Kiyabu. Honolulu Star Bulletin, March 31, 1977, page A-19.

Toffler, Alvin, Learning for Tomorrow. New York. Vintage, 1974.

## UNIT I: EXPANSION OF PLANTATION AGRICULTURE

### Overview

The first lasting economic development in Hawai'i was the emergence of the sugar industry which began in the 1840's and which was strengthened by the Great Mahele and Reciprocity Treaty with the United States. The second major economic development was the pineapple industry. Up to 1941, Hawai'i was basically a sugar-pineapple economy.

The sugar planters were faced with staggering problems, not only with the production of sugar cane, but also with financing, recruiting labor and marketing. In response to these problems, the "agencies" developed and provided these services to the planters. In time, these sugar agencies, the biggest and most powerful of which were known as the "Big Five", dominated Hawai'i's plantations, financial institutions, wholesale and retail trade.

The growth of the sugar and pineapple industries also brought into existence many other industries, such as banks, trust companies, iron works, fertilizer factories and construction companies.

However, in the 1930's industry begain to change as labor began to emerge as a powerful economic force.

This unit attempts to inquire into Hawai'i's economic history up to 1941 by examining the development of the sugar and pineapple industries, their problems and how they were solved, the influence of the "Big Five" on the economic development of Hawai'i and the causes and outcomes of the labor unrest after annexation.

## UNIT I: EXPANSION OF PLANTATION AGRICULTURE

Key Questions:

1. How did the Great Mahele change the Hawai'ian system of land ownership?
2. What were Hawai'i's chief economic industries? What problems did they have? How were these problems solved?
3. To what extent did the "Big Five" sugar agencies influence the economic development of Hawai'i?
4. Why was there much labor unrest after 1900? What was the outcome of the strikes?
5. What was the importance of the Reciprocity Treaty to Hawai'i?

Generalizations:

1. The Great Mahele created a new system of land ownership and made it possible for businessmen to acquire the land they needed to go into commercial agriculture.

2. Up to 1941 (beginning in 1850), Hawai'i's economy relied almost exclusively on plantation agriculture for its sustenance. Sugar was the hub of Hawai'ian economy and its success depended on two things: a market on the Mainland with no tariff and cheap servile labor. Pineapple got its start at the beginning of the century and grew in importance.

3. The Reciprocity Treaty strengthened the bond between Hawai'i and the United States.

4. The growth of sugar and pineapple industries in Hawai'i has brought into existence and developed a number of other industries: banks, sugar factories, trust companies, iron works, fertilizer factories, can factories, growth of transportation and construction companies.

5. The "Big Five" sugar agencies dominated Hawai'i's plantations, financial institutions, shipping companies, and a substantial portion of their wholesale and retail trade through a system of interlocking directorates.

6. The planters were compelled to seek their workers outside the Islands since the Hawai'ians did not find it necessary or desirable to work on the plantations. Their need for labor remained acute in the early decades of 20th century Hawai'i.

7. There was extensive labor unrest after annexation as the Organic Act forbade contract labor. (Between 1900-1909, there were over 25 strikes with the largest occurring in 1909.)

8. The first industrial union was formed in 1908 and labor unions began to emerge.

9. In the 1930's industry began to change and entered into a period of paternalism to offset the influence of the unions.

10. Decade by decade the sugar and pineapple industries became more efficient and applied science and technology to solve some of their problems.

Concepts:

1. Plantation: Economic institution designed to obtain maximum crop returns from the land and for efficiency in production.

2. Great Mahele: A new system of land ownership which enabled aliens to buy fee simple lands and commoners to settle on their own land.

3. Reciprocity Treaty: The treaty between Hawai'i and the United States which provided that many Hawai'ian goods, particularly unrefined sugar and rice, would be admitted to the United States tax free. In exchange, it provided for a number of American products to be admitted duty free to Hawai'i.

4. Big Five: The five sugar agencies (Castle & Cooke, Alexander & Baldwin, Theo. H. Davies & Company, C. Brewer & Company, and American Factors) which dominated the economic and political life of Hawai'i.

5. Labor Union: An association of workers to protect and promote their interests, and for dealing collectively with employers.

6. Paternalism: The practice of managing the affairs of the employees as a father manages the affairs of his children.

7. Technology: The science of the mechanical and industrial arts.

Objectives:

1. Explain the purpose of the Great Mahele and describe the changes in land ownership.

2. Explain why the plantation system was established.

3. Identify Hawai'i's chief economic businesses, explain their importance to Hawai'i, and describe some of their problems.

4. Explain the importance of science and technology to the sugar and pineapple industries.

5. Explain the importance of the Reciprocity Treaty to Hawai'i.

6. Describe the role of the "Big Five" in the economic development of Hawai'i.

7. Explain the causes and outcomes of labor unrest prior to World War II.

8. Describe and explain the patterns of change in industry.

LEARNING RESOURCES:

Great Mahele

Daws, Gavan, Shoal of Time, pages 124-128.

a. What was the Great Mahele?
b. Who gained the most?
c. What effect did it have on the Hawai'ians?
d. What problems arose in defining a kuleana?

Reciprocity

Michener, James A., Hawaii, pages 668-672.

a. What did Hawai'i gain from the reciprocity agreement?
b. To what extent was Hawai'i's sugar industry dependent upon mainland United States?
c. What problems did the sugar planters have?
d. How did they resolve them?

Daws, Gavan, Shoal of Time, pages 201-206.

What was the significance of the Reciprocity Treaty of 1876?

Big Five

Borden, Charles A., Hawaii, Fiftieth State, pages 97-102; 115-120.

Describes the beginning of the sugar industry, role of the factors and the rise of Hawai'i's missionary-merchant-planter aristocracy, threats to Big Five control.

Daws, Gavan, Shoal of Time, pages 311-314.

Michener, James A., Hawaii, pages 833-834.

On his deathbed Wild Whip said ".... you've got to keep mainland firms from forcing their way into our economy ...."

a. How were they going to keep the mainlanders out?
b. Why do you suppose he felt that way?

Wright, Theon, The Disenchanted Isles, pages 134-139.

Discusses the decline of the Big Five's control.

Plantation Agriculture

"Expansion of Plantation Agriculture", Hawaii's Economy. Curriculum Resource Guide, pages 151-154. (See Appendix II)

Sugar

Kuykendall, Ralph S. and A. Grove Day, Hawaii: A History, pages 225-235.

Discusses the importance of scientific and technological methods to the production and protection of the sugar industry, the development of the sugar industry.

a. Why did Hawai'i specialize in only two crops?
b. What were some problems in diversified farming during this period?
c. What work does the experiment station of Hawaiian Sugar Planters' Association (HSPA) do?
d. How did they battle against insect pests and other diseases?

Borden, Charles A., Hawaii: Fiftieth State, pages 108-109; 138-145.

Discusses the rise of the sugar industry and the production of sugar cane.

Michener, James A., Hawaii, pages 640-642; 648-651.

Discusses the new idea of digging a well to tap the artesian water in the rocks, how water was vital to the success of raising sugar, and raises the idea that a few men can change the destiny of history.

a. What vision did Whip have?
b. How could his vision change Hawai'i?

Michener, James A., Hawaii, pages 817-818.

a. What did Wild Whip accomplish? (built irrigation tunnel through the Koolaus)
b. What effect did this have on Hawai'i?

Wright, Theon, The Disenchanted Isles, page 37.

a. In what way was sugar "king"?
b. What was the HSPA's attitude toward pineapple and tourism? Explain.

Pineapple

Borden, Charles A., Hawaii: Fiftieth State, pages 109-112; 145-150.

Describes the rise of the pineapple industry and discusses the production of pineapple and some of the problems the industry faced.

Kuykendall, Ralph S. and A. Grove Day, Hawaii: A History, pages 235-239.

Discusses the development of the pineapple industry.

a. How was science applied to control pests and diseases?
b. What problems did they have with distribution?
c. How has technology changed the pineapple industry?
d. Support or disprove the following statement: The network of industrial activities based on sugar and pineapple runs through the whole fabric of modern Hawai'ian life.

Michener, James A., Hawaii, pages 758-767; 831-832.

a. What problems did Wild Whip have in raising and marketing pineapples?
b. How were they solved?

Labor (Unions, Unrest)

Daws, Gavan, Shoal of Time, pages 304-307.

Discusses the beginning of the labor unrest and how the sugar planters tried to solve their problems.

Daws, Gavan, Shoal of Time, pages 357-361.

Discusses labor's advances, particularly the ILWU before World War II.

Michener, James A., Hawaii, pages 820-831.

a. What was the manner of the Japanese demand for better working conditions?
b. What did the Japanese demand? What reasons did they give?
c. How were the demands received by the sugar planters? by the Honolulu Mail? by the Japanese Consulate?
d. In the novel, the editor of the Honolulu Mail said ".... this is the most dangerous document ever to have appeared in Hawai'i ..." What do you suppose he meant?
e. Why did the strike fail?

Wright, Theon, The Disenchanted Isles, pages 39-40.

Discusses the labor unrest among the Japanese. What caused the growth of unrest among Japanese plantation workers in Hawai'i?

Wright, Theon, The Disenchanted Isles, pages 129-133.

Describes the plight of the Japanese laborers on the plantations.

a. Why did the laborers organize?
b. What changes were taking place among the Japanese leadership?

Kuykendall, Ralph S. and A. Grove Day, Hawaii: A History, pages 274-276.

a. Why was Hawai'i relatively slow in the labor movement?
b. How did the ILWU get its start in Hawai'i?

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## UNIT II: THE ROAD TO TERRITORIAL RULE

### Overview

Hawai'i was annexed by the United States and became an incorporated territory in 1898.

However, there was much controversy surrounding the annexation issue. It was seen by some as a genuine movement for good government and as a movement to be resisted by others, since it signalled the end of the Hawai'ian monarchy.

After annexation, there followed more than fifty years of political domination by the economic ruling class (sugar, pineapple, land, capital interests) which found its political vehicle in the Republican Party.

Hawai'i began pushing for statehood when the people realized that as a Territory, Hawai'i was dependent on the will of Congress in all matters relating to form of government and details of administration.

This unit attempts to examine the political history of Hawai'i from the downfall of the monarchy to 1941. It attempts to inquire into the causes of the revoluation, the viewpoints about the annexation, people or groups who had political power, and Hawai'i's push for statehood.

## UNIT II: THE ROAD TO TERRITORIAL RULE

Key Questions:

1. What were the causes of the revolution and the downfall of the monarchy?
2. What were the viewpoints about annexation?
3. Was the Republic of Hawai'i a republic in name and fact?
4. Who or which groups had political control of Hawai'i? Toward what ends did they use their power?
5. Why did Hawai'i push for statehood?

Generalizations:

1. The economic depression and the political strife in Hawai'i (of the late 1800's) created the condition that was favorable for the growth of revolutionary ideas among certain elements in the community and led to the downfall of the monarchy.

2. There was much controversy surrounding the annexation issue. It was seen by some as a genuine movement for good government, and by others, as a movement to be resisted since it signalled the end of the Hawai'ian monarchy.

3. Hawai'i was organized as a Territory of the United States under the Organic Act of 1900, which provided for limited self government.

4. The Republic of Hawai'i was an interim government to keep the way clear for annexation and to maintain in authority the group that had carried out the revolution.

5. The awareness that Territorial Hawai'i was dependent on the will of Congress in all matters relating to its form of government and details of administration made Hawai'i push for statehood.

6. This period is an era of political (also economic and social) domination by the economic ruling class (sugar, pineapple, land, and capital interests) which found its political vehicle in the Republican Party. The owners or representatives of the Big Five furnished much of the funds for the Republican Party and were generally instrumental in establishing party policy.

Concepts:

1. Revolution: A complete overthrow of an established government or political system.

2. Republic of Hawai'i: An interim government that was organized since annexation was denied by Congress.

3. Annexation: Being added to a larger thing; i.e., the United States.

4. Territory: Land belonging to a government (i.e., United States); a district not admitted as a State and therefore not having its own lawmaking body.

5. Oligarchy: Having to do with rule by the few.

6. Relationship: Having to do with the connection between persons, groups, countries, etc.

Objectives:

1. Identify the causes of the downfall of the Hawai'ian monarchy and explain the viewpoints of the groups involved.

2. Explain why Hawai'i became a Republic.

3. Identify and explain the various viewpoints regarding the annexation issue.

4. Explain the degree of self government which Hawai'i experienced as a Territory under the Organic Act of 1900.

5. Identify who or which groups ruled Hawai'i and explain how they used their power.

LEARNING RESOURCES:

Revolution

Daws, Gavan, Shoal of Time, pages 240-247; 255-258; 264-269.

Duncan, Arlene King, Editor, All About Hawaii, pages 240-243.

Fuchs, Lawrence H., Hawaii Pono, pages 27-31.

Kuykendall, Ralph S. and A. Grove Day, Hawaii: A History, pages 174-179.

Wright, Theon, The Disenchanted Isles, pages 5-13.

a. Why do you suppose the leaders of the Revolution were mostly Americans? What consequences did this have for the future of Hawai'i?
b. What were the goals of King Kalākaua and Queen Lili'uokalani?
c. What events and incidents promoted the opposition to the monarchy?
d. What persons or groups had an interest, either for or against, the issue? What were their viewpoints? (Hawai'ians, planters, Americans)

e. What part did the United States (Navy) play in the Revolution? What were the outcomes?
f. Before the Revolution, the introduction of a national lottery was a hotly disputed political issue. Who had an interest in the issue? Do you think this is a good way for the State of Hawai'i to increase its revenue? (See Daws, Shoal of Time, pages 268-269 for account of the lottery.)

Borden, Charles A., Hawaii: Fiftieth State, pages 102-104.
Briefly describes the overthrow of the monarchy.

Lili'uokalani, Hawaii's Story by Hawaii's Queen.

Republic of Hawai'i

Duncan, Arlene King, Editor, All About Hawaii, pages 243-244.

Fuchs, Lawrence H., Hawaii Pono, pages 33-35.

Kuykendall, Ralph S. and A. Grove Day, Hawaii: A History, pages 183-190.

Wright, Theon, The Disenchanted Isles, pages 19-20.

a. What is a republic? Examine some of the provisions of the Constitution of the Republic of Hawai'i. Was Hawai'i a republic in fact? Who governed Hawai'i?
b. How did the Hawai'ians feel about the Republic of Hawai'i? What were their alternatives? What did they do? (Revoluation of 1895) What were the consequences?
c. What problems faced the Republic and how were they solved? (For example, labor supply, the bubonic plague)
d. What were the Republic's main achievements?

Michener, James A., Hawaii, pages 709-722.

Discusses the epidemic of bubonic plague and the burning of Chinatown.

a. What was the Chinese reaction to the burning of Chinatown?
b. How did language compound the problem?
c. What other alternatives did the government have?

Michener, James A., Hawaii, pages 926-927.

a. How does Dr. Whipple define truth?
b. According to Dr. Whipple, what is the truth about the fire?

Daws, Gavan, Shoal of Time, pages 302-303.

Discusses the bubonic plague of 1899 and the fire of Chinatown.

Annexation

Daws, Gavan, Shoal of Time, pages 266-267.

Duncan, Arlene King, Editor, All About Hawaii, pages 244-246.

Kuykendall, Ralph S. and A. Grove Day, Hawaii: A History, page 95.

Wright, Theon, The Disenchanted Isles, pages 22-24.

a. Who had an interest in annexation? What were their viewpoints?
b. How did annexation affect or change Hawai'i?
c. How did the Organic Act further change Hawai'i? What did it give to the people?

Borden, Charles A., Hawaii: Fiftieth State, pages 104-108.

Discusses efforts toward annexation.

Michener, James A., Hawaii, pages 700-704.

According to the novel, how did Malama and the Hawai'ians feel about annexation?

Territory

Daws, Gavan, Shoal of Time, pages 293-296.

a. Who gained American citizenship?
b. Why did some men feel that territorial status for Hawai'i would have to be handled carefully?
c. Did the change in status to a territory change the power structure of Hawai'i?

Kuykendall, Ralph S. and A. Grove Day, Hawaii: A History, pages 193-202.

Presents a summary account of the Territory's governmental and political development.

a. What were some features of the proposed constitution for the Territory of Hawai'i?
b. How did the Territory work out its financial problems?
c. Why was Hawai'i dominated by Republicans the first 50 years?
d. What questions can be raised?

Oligarchy

Daws, Gavan, Shoal of Time, pages 295-296.

Wright, Theon, The Disenchanted Isles, pages 24-28.

a. What strategy did the Republican Party use to gain the Hawai'ian and part-Hawai'ian vote?
b. What was Prince Kuhio's goal? To what extent did he succeed?

Fuchs, Lawrence H., Hawaii Pono, pages 153, 181.

Michener, James A., Hawaii, pages 837; 840-842.

Wright, Theon, The Disenchanted Isles, page 25.

How did the oligarchy maintain political control over the islands?

Michener, James A., Hawaii, pages 768-772.

a. How did Hoxworth maintain Republican control over the voters?
b. Why do you suppose this was so important to him?

Fuchs, Lawrence H., Hawaii Pono, page 153.

A representative of the Hawaiian Sugar Planters' Association stated in 1920 "I do not think that there is any contest as to who shall dominate; the white race, the white people, the Americans in Hawai'i will continue to dominate. Oh, there is no question about it."

a. Why do you suppose he felt that way?
b. What was the status of non-whites in Hawai'i at that time?
c. If you were white and living in Hawai'i at that time, would you probably agree with him? Explain.
d. Who had political control of Hawai'i? Why not the other ethnic groups?

Relationship (between Hawai'i and the United States)

Wright, Theon, The Disenchanted Isles, pages 11-12.

Read the announcement that Queen Lili'uokalani wrote when she abdicated the throne. What kind of justice did she hope to get from the United States?

Daws, Gavan, Shoal of Time, pages 278-280.

Wright, Theon, The Disenchanted Isles, pages 14-18.

(If this account of Blount's investigation of the Revolution is used, the teacher is advised to read the account in Daws for additional reference.)

a. What did the United States decide to do? Why?
b. What alternatives did the United States have? What would the consequences of the alternatives have been for the future of Hawai'i?
c. Identify the individuals who influenced the outcome of the decision? What did they do?

Kuykendall, Ralph S. and A. Grove Day, Hawaii: A History, pages 214-219.

Hawai'i served as a defense outpost of the nation during World War I. Have students locate on a map the forts established or partially developed prior to World War I. Hypothesize: Why do you suppose they were built at that location? Are they still in use today?

Fuchs, Lawrence, Hawaii Pono, pages 189-191.

Kuykendall, Ralph S. and A. Grove Day, Hawaii: A History, pages 221-224.

Wright, Theon, The Disenchanted Isles, pages 81-83.

(Note to Teachers: The account of the Massie Case in Wright is easier for students to read. However, please read the account by Fuchs and Kuykendall for your own reference.)

a. What were the facts of the case?
b. What was the role of the newspapers, both on the mainland and in Hawai'i, in informing and influencing the public about the case: How did they picture Hawai'i?
c. Why was Governor Judd instructed by Washington to commute the sentence within one day of conviction? Is it fair by our standards today? Was it fair by their standards?
d. How did the outcome of the case affect race relations in Hawai'i? participation in party politics?
e. What were the political effects of the case? What did this show about Territorial Hawai'i's relationship with the United States?
f. How should the case have been settled?

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## UNIT III: THE BEGINNING OF A NEW SOCIETY

### Overview

Hawai'i's multicultural society was a direct result of the objectives of government and business for people to come to Hawai'i. They wanted to find sources of large numbers of people to provide cheap labor, to find a way to increase the Hawai'ian population, and to build up the middle class characterized by small farmers. Hence, Hawai'i's social development is largely the result of the arrival over an extended period of time of more than 200,000 immigrants from many parts of the world.

This unit attempts to examine the social history of Hawai'i up to 1941 and inquires into the goals, dreams, and hopes of the immigrants and how they overcame the many problems and obstacles they faced, and the importance of education in the assimilation of themselves and their children into the mainstream of society.

The Hawai'ians continued to decline in numbers and this unit also attempts to inquire into their dreams, problems, and goals.

## UNIT III: THE BEGINNING OF A NEW SOCIETY

Key Questions:

1. Who were the people of Hawai'i?
2. Where did the immigrants come from? Why did they migrate to Hawai'i?
3. What were the goals and values of the various ethnic groups?
4. What problems did they face in Hawai'i? How did they respond to their problems?
5. What social classes did Hawai'i have? Who belonged where? How could the people move up the social status scale?
6. What factors led to the development of towns and the middle class?
7. How successful was Hawai'i in assimilating the immigrants and their children into the mainstream of society?

Generalizations:

1. Hawai'i's multicultural society was a result of the objectives of government and business for people to come to Hawai'i. The objectives were: to find sources of large numbers of people to provide cheap labor, to find a way to increase the population of the Hawai'ian people, and to build up the middle class characterized by small farmers.

2. The Hawai'ians continued to decline in numbers due to social disorganization, psychological demoralization, susceptibility to disease, and intermarriage.

3. The Hawaiian Homes Commission Act of 1920 inaugurated the homestead plan to permit the people of Hawai'ian blood to again get possession of land in Hawai'i. While this project has accomplished some good, it has had many problems.

4. In the plantation society, the haole elite was at the top of the social classes. There was no middle class in the first two decades of 20th century Hawai'i.

5. Social distance was important in maintaining the plantation system of power.

6. Not all groups were suitable for field labor. The most "successful" were people who came from peasant background.

7. The fears, joys, hopes, and needs of the vast majority of Hawai'i's people in the decades that followed annexation were determined largely by their ethnic identity.

8. A middle class developed as plantation workers moved to the towns to open stores and businesses at the end of their contracts. Towns began to change at a fast rate.

9. The public school system was instrumental in the growth of new social and political consciousness in Hawai'i.

10. A major avenue to improve social status was education.

Concepts:

1. Social System: Clusters of people, behaviors, status, roles and culture traits which have developed over periods of time.

2. Immigrants: People who come into a country from a foreign country or region to live.

3. Ethnic Groups: People who are bound by race, nationality, or culture, and who share many common values.

4. Social Mobility: Movement of people up and down the social status scale.

5. Americanization: The process of making or becoming American in habits, customs, or character.

6. Assimilation: The process by which immigrants or other newcomers are brought to adopt the attitudes and cultural patterns of the society into which they have come.

Objectives:

1. Identify the various ethnic groups that migrated to Hawai'i prior to World War II and explain why they came.

2. Compare and contrast the different immigrant groups' problems and experiences.

3. Describe the social classes and explain why such a system was maintained.

4. Identify the ethnic groups that were considered successful plantation workers and explain why.

5. Explain the circumstances that led to the development of the ethnic groups' distinctive way of life.

6. Explain how and to what extent Hawai'i's early immigrants and their children assimilated into the mainstream of society.

7. Explain the development of the towns and middle class.

8. Describe the extent of racism and ethnocentrism in this period.

9. Explain the factors which influenced the upward mobility for the various ethnic groups.

10. Evaluate the success of the Hawaiian Homes Commission Act in helping the Hawai'ians to gain possession of land in Hawai'i.

LEARNING RESOURCES:

Hawai'ian Society

Fuchs, Lawrence H., Hawaii Pono, pages 36-39.

What were the major characteristics of Hawai'ian society in early 1900?

Ethnic Groups

Caucasians

Fuchs, Lawrence H., Hawaii Pono, pages 43-67.

a. Who were the haoles? What was their goal?
b. Who belonged to this group?
c. What were some of their beliefs about themselves?
d. What contribution did they make to Hawai'i?
e. How did they see the other racial groups?
f. What was the haole elite's attitude toward the Orientals?
g. What brought changes in their attitude?
h. What were the viewpoints regarding Oriental immigration in the late 19th and early 20th century?
i. What role did the Portuguese play in the social and economic order?
j. Which European groups were imported as laborers?
k. How did they react to plantation life? Explain.
l. How did the haoles view the Portuguese?
m. How did the Portuguese see themselves?
n. What was their goal? How well did they succeed?
o. How did the Caucasians improve their status?
p. What was it like to be manager of a plantation?
q. What accounted for an increase in the haole population between 1920-1930?
r. What factors encouraged racial tension?

Lind, Andrew W., Hawai'i's People, pages 20-21.

a. To which specific group of people was the Hawai'ian term "haole" applied?
b. Why do you suppose the Portuguese were not included in the term "haole"?
c. How is the term used today?

Wright, Theon, The Disenchanted Isles, pages 28-29.

How did many of the kamaaina missionary families gain prestige and power?

Portuguese in Hawaii, a resource guide. This is a collection of articles.

"Portuguese in Hawaii" by Ralph S. Kuykendall, pages 7-10. Describes the Portuguese immigration.

"The Portuguese in Hawaii" by A.J. Marques, pages 11-18. Discusses the beginning wages of laborers, the Portuguese in non-plantation jobs. Includes conclusions about the Portuguese from evidence given.

"Life History of a Portuguese Immigrant" by Hideko Sasaki. This is a case study of a Portuguese Immigrant. It includes the cause for his immigration to Hawai'i, his plantation life and his struggle for economic status.

Hawai'ians

Fuchs, Lawrence H., Hawaii Pono, pages 68-85.

a. What was the goal of the Hawai'ians?
b. How did their Hawai'ian ways conflict with the laws?
c. How did they react to working on the plantations?
d. Why did the Hawai'ians have difficulty saving money?
e. What factors led to the feelings of frustration among them?
f. What were the aims and effect of paternalism on the Hawai'ians?
g. What was the purpose of the Hawaiian Homes Commission Act?
h. What factors reduced the effectiveness of the Act as a rehabilitation program?
i. What was the Hawai'ian self image?
j. What were some factors that led to widespread Hawai'ian participation in politics?
k. How did they feel toward the haoles?
l. Why was there much intermarriage among the Hawai'ians?

Michener, James A., Hawaii, pages 1003-1007.

What was important to the Kanakoa's?

Wright, Theon, The Disenchanted Isles, pages 33-35.

Daws, Gavan, Shoal of Time, pages 296-299.

a. What was the purpose of the Hawaiian Homes Commission Act?
b. What were some of the flaws of the Act?
c. What changes occurred in the 1930's and 1940's?

Kuykendall, Ralph and A. Grove Day, Hawaii: A History, pages 203-209.

a. In what way was homesteading thought of as an instrument of Americanization?
b. What was the purpose of the Act?
c. Who qualified for a homestead?
d. How were the homesteads financed? Is it still being financed in the same way?
e. Was the Act a success?

Chinese

Simpich, Frederick, Jr., Anatomy of Hawaii, pages 25-36.

a. Why did the Chinese migrate to Hawai'i?
b. What were some of their accomplishments?
c. What contributions did they make to Hawai'i?
d. What were the unifying forces in the Chinese community?
e. Describe some Chinese customs.
f. Give examples of success stories among the Chinese.

If everything Chinese were to disappear from your daily life, what would you lose?

Fuchs, Lawrence H., Hawaii Pono, pages 86-105.

a. How well did the Chinese become Americanized?
b. What was their reponse to plantation life?
c. Explain how the Masters' and Servants' Act of 1850 affected the Chinese.
d. What were conditions like on the plantations?
e. How did the Chinese express their dissatisfaction?
f. Why did the Chinese leave the plantations if they worked just as hard in the towns?
g. Describe the three phases of adjustment for the Chinese in Hawai'i during the period prior to World War II.
h. How did politics serve the Chinese?
i. What were their goals? Did they change?
j. How important was education to the Chinese?
k. How did they attain status?
l. What factors aided the Chinese in becoming successful businessmen?
m. What was the Chinese reaction to the social order? Explain.

Michener, James A., Hawaii, pages 628-635.

(Note to Teacher: In this account Nyuk Tsin is referred to as the Pake Kokua. For your own reference and fuller understanding, read the account of her experiences as a "kokua" in the leper settlement on pages 591-618.)

a. What was Nyuk Tsin's goal?
b. How did Nyuk Tsin earn a living?
c. How did Kimo and Apikela earn a living?
d. What values and beliefs were important to Nyuk Tsin? How did these affect her actions?
e. Was land more important to Nyuk Tsin than to Kimo and Apikela? Explain the difference in their attitudes toward land.
f. Who would be more apt to become a "success" in changing Hawai'i? How would each define success?

Michener, James A., Hawaii, pages 652-656.

This account shows Nyuk Tsin facing a most difficult decision: Which son should be sent to college?

a. How did the Hawai'ians and the Chinese evaluate Nyuk Tsin's sons?
b. What consequences for the future did their values have for the Hawai'ians and Chinese?

Michener, James A., Hawaii, pages 705-709.

a. What is a hui?
b. What were the purposes of the hui?
c. How important was the hui to the Kee family?

Michener, James A., Hawaii, pages 777-783.

a. What problems did the Kee family have?
b. What were the strengths of this family? How did their strengths help the family to succeed?
c. In what ways was the Kee family becoming more American?

Japanese

Wright, Theon, The Disenchanted Isles, pages 39-40.

Why did the Japanese remain in Hawai'i?

Wright, Theon, The Disenchanted Isles, pages 46-48; 51.

Fuchs, Lawrence H., Hawaii Pono, page 115.

What was the basic reasoning which led to the idea of the Japanese being unassimilable?

Fuchs, Lawrence H., Hawaii Pono, pages 106-137.

a. Why did the Japanese migrate to Hawai'i?
b. Describe the three periods of Japanese immigration.
c. What kind of a culture did they bring with them?
d. What were the dominant Japanese characteristics and how did they manifest themselves in Hawai'i?

e. What prejudices did they bring with them?
f. How did they express their dissatisfaction with their maltreatment on the plantation? What consequences did they suffer?
g. What changes took place within the Japanese community in terms of their goals and leadership?
h. Compare the life of the Japanese immigrants with the life of other immigrants on the U.S. mainland.
i. What changes took place in the plantation system? Why?
j. How did the younger Japanese respond to plantation life?
k. What factors accounted for the Japanese lack of business success (as compared with the Chinese)?
l. How did the Japanese strive for acceptance in Hawai'ian society?
m. What effects did education have upon the Japanese?
n. What factors were responsible for the acculturation and Americanization of the children?
o. What role did the Japanese newspapers play in the Japanese community?
p. Why did the Japanese join the Republican Party?

Michener, James A., Hawaii, pages 746-748.

a. The author states "....that it was not easy to accumulate money, not even when one worked as hard as Kamejiro did." Explain.
b. How did men like Kamejiro feel about Japan and the Emperor?

Michener, James A., Hawaii, pages 783-787.

a. What was the goal of Japanese immigrant men?
b. Why did men like Kamejiro have difficulty accumulating money?
c. Why did they hold on to their hope of returning to Japan?

Michener, James A., Hawaii, pages 818-819.

a. Why did Kamejiro refuse to accept the land and accepted the money instead?
b. As time went on, what happened to thwart Kamejiro's dream?

Michener, James A., Hawaii, pages 857-861.

a. Why did Reiko become a barber? Other Japanese girls?
b. What factors account for the success of the Japanese barber shops?

Michener, James A., Hawaii, pages 865-866.

a. What problem did Tadao encounter when he went to Punahou? (locals beat him for being "haole lover")
b. Why do you suppose the other boys treated him in that manner?

Filipinos

Simpich, Frederick Jr., Anatomy of Hawaii, pages 43-48.

a. What are some differences in the conditions faced by the Filipino men as compared with the Chinese and Japanese?
b. How did the geography of plantation life serve to insulate the Filipinos from others? How did this isolation serve the managers?
c. What prejudices did they bring with them?

Fuchs, Lawrence H., Hawaii Pono, pages 138-149.

a. Why did the Filipinos come to Hawai'i?
b. What were their goals?
c. In what ways was life in Hawai'i different from and similar to life in the Philippines?
d. What difficulties did they face in Hawai'i?
e. What prejudices did they bring with them?
f. Under what kind of working and living conditions did the Filipinos live?
g. What factors account for their lack of economic success?

Ledesma, Bernadette Suguitan, Editor, Ating Tao: Our People, pages 6-7.

a. What factors led the Hawai'ian plantations to seek labor in the Philippines?
b. What factors led to the return of many first generation Filipinos to their homeland?
c. Identify the groups of Filipinos that are likely to remain in Hawai'i, according to the author.

Ledesma, Bernadette Suguitan, Editor, Ating Tao: Our People, pages 25-49.

This is an oral biography. The author discusses the conditions of his barrio (village), why he decided to come to Hawai'i, his experiences on the ship, his impressions of plantation life, the living conditions on the plantation and his experiences after he left the plantation.

Ledesma, Bernadette Suguitan, Editor, Ating Tao: Our People, pages 51-53.

a. What reasons does the author give for the Filipinos loving plantation life?
b. Compare with life on the plantation discussed in the previous reading.

Education, Assimilation

Fuchs, Lawrence H., Hawaii Pono, pages 267; 283-284.

If you were a teacher of a class of immigrants' children, what would you teach them? Why? Which American heroes or "great" people would you expose the students to? Why?

Compare students' responses with the reading in Fuchs.

Fuchs, Lawrence H., Hawaii Pono, page 263.

Plantation managers have said, "Every penny we spend educating these kids (immigrants' children) beyond the sixth grade is wasted" and "Public education beyond the fourth grade is not only a waste, it is a menace. We spend to educate them and they will destroy us."

Fuchs, Lawrence H., Hawaii Pono, page 269.

a. How did plantation managers and large employers of labor think about Hawai'i's school and education in general?
b. What kind of workers did they want?

Fuchs, Lawrence H., Hawaii Pono, page 279.

a. What were the three distinct attitudes toward Hawai'i's public schools that emerged during 1920?
b. What are some attitudes toward the public school system today?
c. What do you think should be the purpose of education today? Compare students' answers with Fuchs, page 287.

Fuchs, Lawrence H., Hawaii Pono, page 289.

a. What accounted for the immigrant children's drive to succeed?
b. Why do you suppose the attitudes of the children were so different from their parents' attitudes?

Michener, James A., Hawaii, pages 880-883.

a. How was Bromley's ideas different from his father's?
b. Why was Mr. Kennerdine fired from his job at Punahou? (For teaching ideas considered "radical" or not in the interests of the oligarchy)
c. How important were/are teachers like Mr. Kennerdine in a changing Hawai'i?

Michener, James A., Hawaii, pages 866-868.

a. What image did the board members of Hewlett Hall have about the Hawai'ians?
b. How did this affect the education of the Hawai'ians?
c. Compare with the education of Orientals at McKinley.

Murayama, Milton, All I Asking For Is My Body, pages 32-38.

a. Why did the strike fail? (Filipino strike)
b. Why didn't the Japanese join the Filipinos in the strike?
c. What ideas did the teacher try to teach his students?

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Daws, Gavan, Shoal of Time: A History of the Hawaiian Islands. Honolulu. The University Press of Hawaii, 1968.

Fuchs, Lawrence H., Hawaii Pono: A Social History. New York. Harcourt, Brace & World, Inc., 1961.

Kuykendall, Ralph S. and A. Grove Day, Hawaii: A History. Englewood Cliffs. Prentice-Hall, Inc., 1961.

Ledesma, Bernadette Suguitan, Editor, Ating Tao: Our People. The Filipinos in Hawaii. Honolulu. General Assistance Center for the Pacific, 1976.

Lind, Andrew, Hawaii's People. Honolulu. The University Press of Hawaii, 1967.

Michener, James A., Hawaii. Greenwich. Fawcett Publications, Inc., 1959.

Multi-cultural Center, Portuguese in Hawaii, A Resource Guide. Honolulu. Ethnic Research and Resource Center, 1973.

Murayama, Milton, All I Asking For Is My Body. San Francisco. Supa Press, 1959.

Simpich, Frederick Jr., Anatomy of Hawaii. New York. Avon Books, 1971.

Wright, Theon, The Disenchanted Isles: The Story of the Second Revolution in Hawaii. New York. Dial Press, 1972.

## UNIT IV: HAWAI'I: DURING AND AFTER WORLD WAR II

### Overview

When the attack on Pearl Harbor on December 7, 1941 precipitated the entry of the United States into World War II, Hawai'i changed overnight and changed radically. Civil government gave way to martial law. The civilian economy was quickly replaced by a military economy geared entirely to the war effort.

World War II also upset decades of attitudes and habits and set in motion forces which changed the social, political, and economic framework of Hawai'i.

This unit attempts to inquire into the changes that the War brought to Hawai'i, its effect on the people, particularly upon the Japanese community, the changes in the labor movement and its effect on the political participation of its citizens.

## UNIT IV: HAWAI'I: DURING AND AFTER WORLD WAR II

Key Questions:

1. Why was martial law invoked in Hawai'i? What effect did it have on the people?
2. How did the people contribute to the war effort?
3. In what ways did World War II change Hawai'i and its people?
4. What effect did the War have on the Japanese community?

Generalizations:

1. Although there had been tension between Japan and the United States for several years, the attack on Pearl Harbor on December 7, 1941 came as a paralyzing surprise to the people of Hawai'i.

2. Hawai'i was used as the headquarters for conducting the War in the Pacific.

3. Hawai'i spent the greater part of the War under martial law (from December 7, 1941 to October 24, 1944). The way of life of the people under martial law was drastically changed by a number of war restrictions more severe than any imposed elsewhere. The people lived continuously prepared for war.

4. Under the terms of martial law, the military government took control over the Territory's courts. (The writ of habeas corpus which protects citizens from detention unless they have been formally charged had been suspended with dire consequences for the people of Hawai'i.)

5. The people and plantations of the Territory contributed machinery, manpower, lives, and money toward the winning of World War II.

6. World War II upset decades of attitudes and habits and set in motion forces which changed the social, political, and economic framework of Hawai'i.

   a. While World War II stopped the natural evolvement of the Americanization process, it also intensified and accelerated the spread of democracy.

   b. It was significant politically that large numbers of Hawai'i's young war veterans continued their formal education and chose to run for public office under the aegis of the democratic party. Thus, a trend was being established.

   c. Lobbying on an organized basis characterizes post World War II politics.

d. In the postwar period, a new middle class had emerged. The war had hastened the lowering of racial, social, and cultural barriers.

e. World War II also brought thousands of war workers which further changed the social organization of Hawai'i.

f. The chief effect of the War upon the Japanese group in Hawai'i was to draw them from their somewhat isolated position and to bring them toward greater participation in the broader life of Hawai'i, especially politics.

g. World War II brought profound changes to the Hawai'ian economy as the income generated by miltary employment became Hawai'i's primary source of income. And since then the economy has evolved away from the plantation agriculture toward greater dependence on military expenditures and tourism.

h. Plantation agriculture became unionized during the 1940's as did other segments of Hawai'i's economy. Resulting increases in wage costs led to a greater degree of mechanization in sugar, pineapple, and longshoring.

Concepts:

1. Martial Law: Rule by the Army, National Guard, or militia with special military courts instead of the usual civil authorities. Martial law is declared during times of trouble or war.

2. Participation (in war effort): A taking part (in the endeavor to win the war).

3. Culture Change: Deviation from the past in culture traits, complexes, values, attitudes, behavior.

   a. Political change: Change in the government and its ways of governing.

   b. Economic change: Change in the production, distribution, and consumption of goods and services.

   c. Social change: Change in the structure, function, and relationships within the social system.

Objectives:

1. Describe how World War II affected the government and people of Hawai'i.

2. Explain the purpose of having martial law in Hawai'i and analyze the need and reason for its continuance.

3. Describe the participation of Hawai'i toward the War effort.

4. Identify and explain the changes in the political framework of Hawai'i which were accelerated by the War.

5. Explain the role of the War in the emergence of a new middle class and Hawai'i's changing social organization.

6. Identify and explain the kind of changes that took place in the Hawai'ian economy during and after the War.

LEARNING RESOURCES:

Martial Law (and Attack of Pearl Harbor)

Daws, Gavan, Shoal of Time, pages 339-343.

a. What blunders were committed by the military?
b. Why can the Pearl Harbor attack be considered one of the military and navy's greatest disaster?

Wright, Theon, The Disenchanted Isles, pages 103-106.

Describes December 7 from Daniel Inouye's viewpoint and experiences.
How did the people of Hawai'i react toward the local Japanese?

Daws, Gavan, Shoal of Time, pages 344-345.

Why was martial law invoked?

Daws, Gavan, Shoal of Time, pages 352-357.

a. What is martial law?
b. Why did martial law continue for as long as it did?
c. How did martial law affect the people? What right was taken away?
d. Do you think there was a need for martial law?

Kuykendall, Ralph S. and A. Grove Day, Hawaii: A History, pages 263-266.

a. What functions were taken over by the military?
b. What attempts were made to bring back civilian rule in the Territory?
c. Suppose Hawai'i was in danger of attack again. Does Hawai'i have emergency procedures? Should the military take over?

Kuykendall Ralph S. and A. Grove Day, Hawaii: A History, pages 277-278.

In what ways was labor under strict control during the War?

Wright, Theon, The Disenchanted Isles, pages 102-103.

Why did the Big Five support military rule?

Participation (and Contribution)

Daws, Gavan, Shoal of Time, pages 345-346.

Kuykendall, Ralph S. and A. Grove Day, Hawaii: A History, pages 259-260.

Describes the exciting drama of civilian participation in a fight with the enemy on Niihau.

Kuykendall, Ralph S. and A. Grove Day, Hawaii: A History, pages 253-263.

Discusses Hawai'i's contributions to the war effort.

Freeman, Linton C., "The Changing Functions of a Folksong", Journal of American Folklore (July-September 1957), pages 215-220.

Analyzes the song "U.S.E.D." and the social changes that were reflected in the verses. The early verses describe the hostility that was expressed toward the U.S. Engineers Dept. before and during the war. (The U.S.E.D. employed large numbers of island men on construction projects.)

Daws, Gavan, Shoal of Time, pages 348-351.

Kuykendall, Ralph S. and A. Grove Day, Hawaii: A History, pages 261-269.

Discusses the Japanese-Americans in uniform.

Kuykendall, Ralph S. and A. Grove Day, Hawaii: A History, page 261.

Gives the percentages by racial groups of those inducted into the Armed Services from Hawai'i.
Why did the Japanese have such a high percentage?

Change

Borden, Charles A., Hawaii: Fiftieth State, pages 120-128.

Discusses how World War II affected Hawai'i's economy, the Big Five, labor unions, and the social classes.

Kuykendall, Ralph S. and A. Grove Day, Hawaii: A History, pages 269-270.

Discusses the effects of the War on Hawai'i -- the passing of thousands of servicemen through Hawai'i upon the society and the economy.

Wright, Theon, The Disenchanted Isles, pages 157-178.

Discusses the social, economic, and political changes in postwar Hawai'i: strikes, expansion of defense spending, increasing tourists, influx of mainland investments.

Hawaii's Economy. Curriculum Resource Guide, pages 209-212.

Discusses World War II and a changing economy. (See Appendix III)

Duncan, Arlene King, Editor, All About Hawaii, pages 249-251.

Discusses the effects of the War on the people.

Kuykendall, Ralph S. and A. Grove Day, Hawaii: A History, page 286.

Compares the change in the population: 1920 and 1946.

Wright, Theon, The Disenchanted Isles, pages 117-126.

Describes the political changes in postwar Hawai'i. Discusses the rising influence of labor under the leadership of Jack Hall of the ILWU and the emergence of a Democratic faction led by Jack Hall.

Wright, Theon, The Disenchanted Isles, pages 140-143.

Discusses Jack Hall and his effort to build a labor power based in the Democratic Party. Includes the communist issue in the labor movement in Hawai'i.

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Hawaii's Economy. Curriculum Resource Guide, Department of Education. Developed by the Office of Economic Education.

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## UNIT V: GOVERNMENT AND POLITICS

### Overview

The year 1954 was a turning point in Hawai'i's political history. The 1954 elections showed that political power in Hawai'i had shifted dramatically from the Republicans to the Democrats, with the help of progressive labor elements.

Hawai'i became the 50th State on August 21, 1959, and this meant that the people could elect all major state officers in the legislative and executive departments.

The period after statehood had seen a growing participation by citizens in the political process.

This unit attempts to examine the various viewpoints concerning statehood, the effects on Hawai'i and its people, inquire into the persons and groups with political power or influence, and examine current issues.

## UNIT V: GOVERNMENT AND POLITICS

**Key Questions:**

1. What were the various viewpoints concerning Statehood for Hawai'i?
2. Did Statehood change Hawai'i politically?
3. What are some of the provisions of the State Constitution? How do they affect the people?
4. Who or which groups have influence or political power?
5. Does the mass media influence the people's ideas and opinions? about politicans and public issues?
6. How can individual citizens participate in the political process?
7. What are the current political issues?

**Generalizations:**

1. There were many factors which led to Hawai'i being considered for Statehood. (Fifty-seven years as a Territory in Americanized population, Hawai'i's outstanding records in World War II and the Korean Conflict, improved communication and transportation to the U.S. mainland, continuous efforts by Hawai'i's delegates and others toward statehood, an expanding Hawai'ian economy, statehood for Alaska).

2. Becoming the 50th State on August 21, 1959 meant an election of all major state officers in the legislative and executive departments.

3. The State Constitution spells out the basic structure of the state, assigns authority, and fixes responsibility. The laws passed by the legislature further contribute to the framework within which government agencies may operate, and citizens conduct their lives and business.

4. The Constitution provides for change by allowing for a constitutional convention every decade. It provides for popular ratification of amendments and for a vote at least every decade on the question of calling for a convention for constitutional revision.

5. Various forms of factionalism have long distinguished Hawai'ian politics.

6. New political orientations have characterized the period since 1954. Power in the legislature shifted from the Republicans to the Democrats and progressive labor elements emerged as an important political force.

7. Land issues have been one of the most controversial political issues in the history of Hawai'i.

8. There has been a growing participation by private citizens in the political process.

9. Mass media plays a major role in forming and shaping people's ideas and opinions about politicians and public issues.

Concepts:

1. Constitution: A system of fundamental principles or rules according to which a nation, state, or group is governed.

2. Statehood: The condition or status of being a State, especially a State of the United States.

3. Constitutional Convention: A meeting (in Hawai'i of elected delegates) whose purpose is to work on revisions of the constitution.

4. Politics: The art of influencing or winning control over a government; competition between interest groups for power or leadership in a government or other groups.

5. Political Party: An organized group of people wanting the same kind of government or action.

Objectives:

1. Identify the factors which led to Hawai'i being considered for Statehood and explain the various viewpoints regarding statehood for Hawai'i.

2. Describe the provisions of the State Constitution and explain how they affect the people.

3. Evaluate the need for change in Hawai'i's political structure and process.

4. Identify the groups or individuals who seek to influence politics and analyze their methods and goals.

5. Evaluate the role of mass media in influencing people's ideas and opinions about politicians and public issues.

6. Examine the state of the political parties in Hawai'i.

7. Examine current political issues and explain how citizens can participate in the political process.

LEARNING RESOURCES:

Statehood

Daws, Gavan, Shoal of Time, pages 381-391.

Kuykendall, Ralph S. and A. Grove Day, Hawaii: A History, pages 287-303.

Wright, Theon, The Disenchanted Isles, page 217.

a. What were the prerequisites for admission as a State?
b. What were the arguments for and against Statehood? Who opposed and favored Statehood?
c. What was Burns' strategy for Statehood?

Wright, Theon, The Disenchanted Isles, page 182.

How did the Jones-Costigan Act affect the Big Five's attitude toward Statehood for Hawai'i?

THE STATE OF HAWAII: No. 5599, 28 minutes, J-H (Film).

Describes the executive branch of government in Hawai'i.

HAWAII STATE LEGISLATURE: No. 5296, MS, 30 minutes, E-H (Film).

Shows the new state capitol building of Hawai'i and the process by which state laws are enacted.

Constitutional Convention (and issues)

"It's Time to Think About the Con Con" - Editorial. Honolulu Star Bulletin, August 19, 1977, page A-16.

Discusses reasons for a Constitutional Convention and some ideas for change.

"Doi to Marshall's Con-Con: Beware Hawai'i's Errors." Honolulu Advertiser, August 8, 1977, page A-6.

Discusses Doi's viewpoints about the problems he sees in government in Hawai'i.

"Issues That Con-Con May Consider". Honolulu Star Bulletin, September 12, 1977, page A-18.

Summary of the principal Constitution change proposals that have come to the newspaper's attention so far.

"The Case for a Single House", by Joe R. Seacrest and "..... and the Case Against", by James Wakatsuki. Honolulu Star Bulletin, May 4, 1977, pages A-16 and A-17.

## Politics

Simpich, Frederick Jr., Anatomy of Hawaii, pages 242-262.

Describes the leaders in government of the late 1960's to the early 1970's.

Wright, Theon, The Disenchanted Isles, pages 154-160.

Reviews some of the basic characteristics of political campaigns before the War and the changes that occurred after the War. Also discusses the beginning of Daniel Inouye's participation in public office.

"Defects in the Planning Process" by David W. Swift. Hawaii Observer, June 16, 1977, pages 16-17.

"It's a Whole New Ball Game" by Mary Cooke. Honolulu Advertiser, page B-1.

Discusses the activities of the League of Women Voters.

"The Mayor's Right: It's a Rotten System" - Editorial. Honolulu Star Bulletin, June 27, 1977, page A-16.

Includes the speech made by Mayor Fasi about the process of choosing consultants for contracts. (Spoils system)

"Satire, Anyone?" by Dan Myers. Honolulu Advertiser, July 20, 1977, page A-12.

A satire on the practice of cronyism.

Tuttle, Dr. Dan, "A Profile of Hawaiian Politics", Aspects of Hawaiian Life and Environment, pages 53-65.

Coffman, Tom, Catch A Wave.

Analyzes the 1962 and 1970 elections.

## Political Parties

Wright, Theon, The Disenchanted Isles, pages 198-200.

Discusses the leadership within the Democratic Party of the 195[illegible]

Wright, Theon, The Disenchanted Isles, pages 236-251.

Discusses the displacement of the Big Five coalition by the Democrats. Also discusses the factionalism within the Democratic ranks.

"Revitalized GOP Good For Hawaii" - Editorial. Honolulu Star Bulletin, May 31, 1977, page A-16.

Argues for two strong major political parties.

"Keeping the Faith at Isle Level" by Gregg Takayama. Honolulu Star Bulletin, August 23, 1977, page A-12.

Discusses the state of the local Republican Party in Hawai'i.

Other Issues

"Oahu Squatters Pose Government Dilemma" by Helen Altonn. Honolulu Star Bulletin, April 30, 1977, page A-2.

"Pot Wars and Hawaii" - Editorial. Honolulu Advertiser, May 17, 1977, page A-12.

"Want Pot Legalized or Decriminalized". Honolulu Advertiser, May 23, 1977, page A-9.

This "letters" section of the newspaper consists of various letters about the topic.

"DOE Assailed by Minority Groups on Hiring" by Jim McCoy. Honolulu Star Bulletin, March 21, 1977, page A-10.

Criticisms of the Department of Education's efforts to comply with the federally funded and required affirmative action program.

"Rights in Conflict: The Matt Levi Case" - Editorial. Honolulu Star Bulletin, July 14, 1977, page A-20.

Discusses the conflict between the right to a fair trial and a free press.

"No Alternative to Free Press" by Gerald Sumida. Honolulu Advertiser, January 7, 1977.

Argues for the importance of a free press to a democratic society.

"The Fight Against Litter" by Richard E. Marland. Honolulu Star Bulletin, June 16, 1977, page A-14.

Discusses the litter laws passed by the 1977 session.

"What to do About Crime?" - Editorial. Honolulu Advertiser, May 19, 1977, page A-14.

States Herbert Cornuelle's proposals.

"How to Deal with Violent Crime" by Mark Anderson. Hawaii Observer, March 24, 1977, pages 16-17.

Discusses the death penalty as a deterrent to crime.

"New 'Justice Centers'" - Editorial and "Neighborhood Justice Centers" by John M. Goshko. Honolulu Advertiser, June 17, 1977, page A-14.

Discusses neighbor justice centers as a new approach to the growing problem of the overburdened court system.

Haas, Michael and Peter Resurrection, Politics and Prejudice in Contemporary Hawaii, pages 257-273.

The chapter consists of newspaper articles about justice in Hawai'i.

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Hawaii Observer.

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## UNIT VI: HAWAI'I'S PEOPLE TODAY

### Overview

Hawai'i today is composed of many and varied cultures, each contributing to the total fabric that makes Hawai'i unique. Since in-migration, rather than resident birth rate, has been a major factor in the growth of the population, this mix of cultures is still changing.

The people of Hawai'i today are young (50 percent were under 25 years in 1970) and racially diversified (over one-fourth of the total being children of mixed marriages). No group constitutes a majority.

The 19th century and early 20th century dominance by Caucasian groups gradually gave way before the ever-rising educational and economic levels of non-Caucasian groups.

However, Hawai'i is not without problems. Hawai'i's people face many issues that need to be examined and resolved.

This unit attempts to inquire into Hawai'i's unique culture, present immigration to Hawai'i, cultural and social changes which have occurred, and current social issues.

## UNIT VI: HAWAI'I'S PEOPLE TODAY

**Key Questions:**

1. Who are the people of Hawai'i today?
2. What makes Hawai'i's culture unique?
3. Who are the new immigrants to Hawai'i? Why have they come? What problems are they facing in Hawai'i? How well are they being accommodated and assimilated into the mainstream of Hawai'ian society?
4. What are some cultural and social changes which have occurred in Hawai'i?
5. Who or which groups have improved their social status? How?
6. What are the current social issues?

**Generalizations:**

1. Change has been a dominant characteristic of almost every aspect of Hawai'i's social life.

2. Hawai'i is composed of many and varied cultures, each contributing to the total fabric that makes Hawai'i unique. This unique mix of peoples and cultures is still changing.

3. The population of Hawai'i is young (50 percent were under 25 years in 1970) and racially diversified (over 25% of the total being children of mixed marriages). No group constitutes a majority.

4. From 1970, in-migration, rather than resident birth rate, has been a major factor in the growth of the population. This trend still continues.

5. The new immigrants are different from the old (most are literate and many are well educated) but still experience many obstacles and problems. Some of their problems are the same problems that Hawai'i's residents encounter (such as high cost of living and lack of low cost housing). The immigrants, in turn, cause problems socially, economically, and educationally.

6. The children of the early immigrants have become thoroughly Americanized and have improved their social status.

7. The earlier dominance by Caucasian groups gave way before the rising educational and economic levels of the non-Caucasian groups. (Today, many non-Caucasians are prominent as leaders in the professions, business, government, trade associations, etc.)

8. Opportunities for recreation and cultural enrichment are many and varied for the people of Hawai'i and are increasing in number and scope.

9. Some of the "race problems" in Hawai'i have been principally cultural problems which stem from conflicts between ethnic groups or between a minority and majority group.

10. There has been a resurgence of people seeking ethnic identity.

11. Hawai'i's people face many problems that need to be examined and solved.

Concepts:

1. Population: The people of a city or region.

2. Change: To become different.

3. Culture: The sum of everything we think (ideas), do (norms of action), feel (attitudes), and have (material things); a term used to describe the way of life of a group of people.

4. Migration: To go from one country, region, or place of abode to settle in another.

5. Ethnic Identity: An awareness of being part of a group which shares the same cultural values.

6. Social Mobility: Movement of people up and down the social status scale.

Objectives:

1. Identify the people of Hawai'i and explain what makes Hawai'i's culture unique.

2. Identify the groups of people who are migrating to Hawai'i and explain their reasons for coming.

3. Describe the immigrants' experiences in Hawai'i and how well they are being accommodated and assimilated into the mainstream of society.

4. Identify some social and cultural changes which have occurred in Hawai'i.

5. Identify members of different groups who have improved their status in Hawai'i today and cite how this was achieved.

6. Describe and analyze racial and cultural problems in Hawai'i today.

7. Identify and analyze current social issues.

LEARNING RESOURCES:

Aloha

Wright, Theon, The Disenchanted Isles, page 286.

Excellent explanation of what "aloha" really means by Mrs. Pilahi Paki.

"True Meaning of Aloha", Honolulu Advertiser, June 13, 1977, page A-11. (In the "letters" section of the newspaper).

"Interactions: Olomana: Not Old-School Hawaiian but a Blend of Old and New Music" by Kent and Elizabeth Keith. Hawaii Observer, June 16, 1977, page 29.

Santos explains that the song "O Malia" is about holding on to the human values which change cannot destroy. Words are printed on page 29.

Population (People)

Wright, Theon, The Disenchanted Isles, pages 252-263.

Traces race relations in Hawai'i from pre-statehood to post-statehood.

Ebel, Robert and James Mak, Current Issues in Hawaii's Economy, pages 77-80.

Compares two studies on population growth and policy in Hawai'i and describes the change in population.

Duncan, Arlene King, Editor, All About Hawaii, pages 82-98.

Includes brief summaries of characteristics of the population, Hawai'i's in-migrants, health, labor, and personal income, cost of living, education, and religion.

Hawaii '77, Bank of Hawaii, pages 16-18.

Brief summaries of population trends, employment, personal income, cost of living.

All About Business in Hawaii, page 14.

Briefly summarizes Hawai'i's population.

Simpich, Frederick Jr., Anatomy of Hawaii, pages 53-89.

Describes the kamaainas of Hawai'i today.

Borden, Charles A., Hawaii: Fiftieth State, pages 11-33.

Describes Hawai'i as a multicultural society.

Hormann, Bernhard, "Hawaii's People in Transition", Aspects of Hawaiian Life and Environment, pages 93-115.

Lind, Andrew W., Hawaii's People.

Immigrants

"Immigrants' Health Study Yields Surprise." The Sunday Star Bulletin and Advertiser, June 26, 1977, page A-3.

Compares the state of the immigrants', immigrants' and residents' health. Disclaims the idea that immigrants to Hawai'i are in poorer health and thus pose a heavier burden on the State's health care system.

"Immigrants Continue to Stir Melting Pot" by Carl Zimmerman, Honolulu Star Bulletin, February 22, 1977, page A-15.

Describes the present immigrants, where they came from, and how they are doing in Hawai'i.

Welfare

"Welfare: Two Case Studies. Short on Cash but Long on Dreams", by Janice Wolf, The Sunday Star Bulletin and Advertiser, June 5, 1977, page A-3.

Case study of a welfare mother.

"Welfare: Two Case Studies: The Lazy Life of a Welfare Cheat", by Janice Wolf. Honolulu Advertiser, June 6, 1977, page A-3.

"Ballooning Welfare Costs" by Helen Altonn, Honolulu Star Bulletin, February 22, 1977. Progress Section IV - Culture and Lifestyles, page 3.

Women

"Forum: The Women's Conference: ...as Seen by a 'Moderate'" by Molly Y. Chur and "....as Seen by a Man" by Gerardo Jovinelli. Honolulu Star Bulletin, July 20, 1977, page A-15.

This section of the "Readers' Page" also includes differing viewpoints on ERA and the Women's Conference.

"Women Year Conference: ...as Seen by a Traditionalist" by Juliana Ling, and ".... as Seen by a Liberal" by Ah Quon McElrath. Honolulu Star Bulletin, July 13, 1977, page A-14.

"Particular Points of View: Hawaii State Women's Meeting." Honolulu Star Bulletin, July 13, 1977, page A-16.

Consists of comments from various people.

"Women on the Job Site ....in Hawaii" by Kathy Titchen. The Sunday Star Bulletin and Advertiser, April 24, 1977, page B-1.

Discusses women in the construction industry in Hawai'i.

Ethnic Identity

Hawai'ian

Wright, Theon, The Disenchanted Isles, pages 270-273.

Discusses the regeneration among Hawai'ian people of pride in their ancestry.

"Hawaiian Renaissance" by George Kanahele. The Sunday Star Bulletin and Advertiser, April 17, 1977, pages I-1 and I-3.

Discusses the cultural resurgence of the Hawai'ian and its importance not only for the ethnic Hawai'ians, but also for the people of Hawai'i.

Kamehameha the Great: Where Is He?" by George S. Kanahele. Honolulu Star Bulletin, June 9, 1977, page A-19.

Identifies the change in attitudes among the Hawai'ians and intensified interest in the Hawai'ian heritage.

"Kahoolawe: A Different Meaning" by Jimmy Shimabukuro. Hawaii Observer, March 30, 1977, page 9.

Discusses the problem of understanding the Hawai'ian concept of "aloha 'aina".

"The Ohana: Birth of a Nation or Band-Aid Brigade?" by Pam Smith. Hawaii Observer, May 19, 1977.

Describes the beginning of the Ohana, its leaders and activities.

"The Ohana" by Pierre Bowman. Honolulu Star Bulletin, August 30, 1977, pages B-1 and B-8.

Several leaders of the Ohana share some of their thoughts and feelings with the writer.

"Kahoolawe Again" - Editorial. Honolulu Advertiser, July 20, 1977.

Discusses mixed-use solution to the Kahoolawe issue.

"Why Hawaiians Value Kahoolawe". Honolulu Star Bulletin, February 2, 1977, page A-2.

The trespassers of Kahoolawe explain their actions.

Other Issues

"Beamer's Record at HHC". Honolulu Star Bulletin, June 18, 1977, page A-10.

a. According to Beamer, what is the greater responsibility of the Hawaiian Homes Commission?
b. What is the Commission's definition of rehabilitation?
c. Do you think this is a good definition?
d. What actions have been taken by the Commission?

"Hawaiian Reparation: The Commission Concept Is a Sound One" - Editorial. Honolulu Star Bulletin, July 11, 1977.

Discusses the basis of the claim.

"The Hawaiians' Claim for Reparations" by Russ and Peg Apple. Honolulu Star Bulletin, August 12, 1977, page A-18.

Discusses the Hawai'ians' historic claim for reparations.

"Racial Mix Means Hawaii Nei", The Sunday Star Bulletin and Advertiser, April 24, 1977, page E-3.

This section in the "letters in focus" section of the newspaper includes a variety of opinions about racial harmony in Hawai'i.

"The News: Glimpses of the Chinatown Behind the Sex Shops and Run-down Bars" by Bob Norton. Hawaii Observer, August 11, 1977, pages 11-13.

"Population Controls for Hawaii'". The Sunday Star Bulletin and Advertiser, June 19, 1977, page E-3.

This section, "letters in focus", consists of a variety of opinions on population control.

"Isles' Population Problem Requires Action by State" by Dr. Hubert Kimura. Honolulu Star Bulletin, May 2, 1977, page A-19.

"Residency Requirements and the Burger Court" by Jon Van Dyke. Honolulu Star Bulletin, May 2, 1977, page A-19.

Haas, Michael and Peter P. Resurrection, Politics and Prejudice in Contemporary Hawaii.

Collection of newspaper articles on local culture, in-migration, race and violence, race and voting.

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Lind, Andrew, Hawaii's People. Honolulu. The University Press of Hawaii, 1967.

Simpich, Frederick Jr., Anatomy of Hawaii. New York. Avon Books, 1971.

Wright, Theon, The Disenchanted Isles: The Story of the Second Revolution in Hawaii. New York. Dial Press, 1972.

## UNIT VII: HAWAI'I'S PRESENT ECONOMY

### Overview

Hawai'i experienced spectacular growth in virtually all sectors, except sugar and pineapple, from 1955 to 1970. This period was characterized by the emergence of local firms unaffiliated with the sugar agencies and the influx of major mainland concerns.

Hawai'i's main sources of income today are the federal government, sugar, and pineapple. Each has made important contributions to the growth and well-being of our economy.

Recent developments show that diversified agriculture has potential for growth, particularly in aquaculture, guava, and other fruits, macadamia nuts, and vegetable crops.

New developments in geothermal and other alternative energy sources, and manganese nodule mining, among other activities, offer promise for long range economic opportunities.

The future growth and development of Hawai'i will depend on the decisions Hawai'i makes about how to use its resources.

This unit attempts to examine Hawai'i's sources of income, industries, future developments, changes in Hawai'i's economy, role of labor in industry and government, and analyze current issues.

## UNIT VII: HAWAI'I'S PRESENT ECONOMY

Key Questions:

1. What factors have largely determined the character of Hawai'i's economy?
2. What are Hawai'i's main sources of income?
3. In what ways has Hawai'i's economy changed from pre-World War II?
4. What role has labor played in industry and government?
5. What are the current economic issues?

Generalizations:

1. Hawai'i's economy is basically an import-export economy and is very dependent upon the United States mainland and world market.

2. Four factors have largely determined the character of Hawai'i's economy:

   a. Our resources (soil, climate, scenery, labor).
   b. Our location in the middle of the Pacific.
   c. Our close relationship with the United States mainland.
   d. Our technological advancement.

3. Hawai'i's major sources of income are the federal government, tourism, sugar, and pineapple. Each has made important contributions to the growth and well-being of our economy.

   a. The federal government expenditures include non-defense and defense expenditures. (Non-defense expenditures consist primarily of health, education, and welfare transfer payments. Defense expenditures include payment to military personnel and dependents, wages and salaries to civilian employees, and purchases and contracts.) If non-defense expenditures are excluded, then the military expenditures are second to tourism.

   b. Tourism is a fragile business. It is dependent upon changes in economic conditions, the status of competing resort areas, the political and social situation, quality and availability of facilities and other factors.

   c. While the relative importance of the sugar industry has diminished in recent years, it still remains an important part of the economic structure of the Neighbor Islands.

d. The pineapple industry is optimistic about the future as growth prospects are now seen especially for fresh pineapple, as shipments by air to Mainland markets have been steadily increasing.

4. Labor in Hawai'i has had a long history of striving to improve the working conditions and living standards for its workers.

5. Statehood and expanded contact with other countries have helped our economy by providing new opportunites.

6. From 1955-1970, the Hawai'ian economy experienced spectacular growth in virtually all sectors, with the exceptions of sugar and pineapple. It was characterized by the emergence of local firms unaffiliated with the sugar agencies, and the influx of major Mainland concerns.

7. Rising in prominence is a family of service industries centered on the world visitor market.

8. With changes in Hawai'i's economy, Hawai'i's biggest companies have been forced to diversify and branch out to the Mainland and to foreign countries.

9. Recent developments show that diversified agriculture has potential for growth, particularly in aquaculture, guava and other fruits, macadamia nuts, and vegetable crops. New developments in geothermal and other alternative energy sources, and manganese nodule mining among other activities, offer promise for long range economic opportunities.

10. Hawai'i has entered a new era in which other economic trails must be blazed if jobs are to be provided for those now seeking work, as well as for future job seekers.

11. Trends indicate a need to be aware of the international economy, advances in research and communication in order to fit into the economy of tomorrow.

12. As the population of Hawai'i grows, the problems of land distribution and quality of life become more acute, and pressures for solutions become more insistent.

13. The future growth and development of Hawaii will depend on the decisions we make about how to use our resources. There is also a need to consider the costs to the environment.

Concepts:

1. Economy: The production, distribution, and consumption of goods and services.

2. Industry: Any branch of business, trade, or manufacture.

3. Diversification: The state of being varied.

4. Diversified Agriculture: The term is usually used to refer to farming other than large sugar and pineapple industries.

5. Dependence: A reliance on another factor or variable.

6. Change: Deviation from the past.

Objectives:

1. Identify and explain the factors that largely determine the character of Hawai'i's economy.

2. Identify the sources of income and explain the role of each in Hawai'i's economy.

3. Identify the problems, costs, and benefits of Hawai'i's industries.

4. Explain the role of labor unions in Hawai'i's industries and government.

5. Explain how ownership, control, and utilization of land affect the people of Hawai'i.

6. Identify and explain the changes in Hawai'i's economy.

7. Analyze current economic issues.

LEARNING RESOURCES:

Economic Overview

In a special edition primarily devoted to looking to the present and future, "Here's a Glance at Hawaii's Economic Past," by A.A. Smyser. Honolulu Star Bulletin, February 22, 1977, page A-14.

"Hawaii's Economy" - Editorial. Honolulu Advertiser, August 5, 1977, page A-22.

Summary of economic outlook for Hawai'i.

Business Editors' Mission, 1976. Journalists View Hawaii's Economy, pages 7-20.

Compilation of news articles.

About About Business in Hawaii, 1977 Edition, pages 10-11.

Briefly presents the economic structure of Hawai'i.

"Legislature finishes for the year" by Jerry Burris. Honolulu Advertiser, May 14, 1977, page A-3.

Circle graph of where the money comes from and where it goes.

HAWAII UNLIMITED, No. 1168. 28 minutes, HCA (Film).

Presents an appraisal of the Hawai'ian economy, showing the economic boom and the primary sources of income. Available from the State Audiovisual Services Unit.

Fuchs, Lawrence H., Hawaii Pono, pages 377-405.

Discusses the changes in Hawai'i's economy.

Tourism

Ebel, Robert and James Mak, Current Issues in Hawaii's Economy, pages 1-14.

Includes articles on the economy and tourism, the benefits and costs of tourism, the decline of tourism and resident attitudes, hotel construction moratorium and quality growth, the economics of higher tourist taxes.

Business Editors' Mission, 1976. Journalists View Hawaii's Economy, pages 31.-35.

Compilation of news articles.

"A Particular Point of View. Tourism and Island Regions", by Willard T. Chow. Honolulu Star Bulletin, July 6, 1977, page A-13.

Examines the impact of growth by the tourist industry.

"A Particular Point of View. What's Wrong With Isle Tourism" by Denise De Costa. Honolulu Star Bulletin, July 21, 1977, page A-15.

Discusses her point of view that the dissatisfactions felt by the visitors and residents of Hawai'i are about the same things.

Duncan, Arlene King, Editor. All About Hawaii, pages 134-135.

All About Business in Hawaii, 1977 Edition, page 18.

Simpich, Frederick Jr., Anatomy of Hawaii, pages 90-113.

Discusses the history of the tourist industry, relationship of Hawaii Visitors Bureau to the government, its beginning and its purpose, costs of tourism, impact of tourism on transportation and business.

HAWAII'S VISITORS AND OUR LIFE IN HAWAII: No. 6113. (HMKS) 20 minutes, J-HC (Film).

The 1973 visitor industry statistics are used to emphasize the importance of tourism upon the economy and lifestyles in Hawai'i. The many occupations which are related to this vital Hawai'ian industry are shown.

## Military

"A Mammoth Tenant in Uniform" by Lyle Nelson. Honolulu Star Bulletin, February 22, 1977, Progress Section 1-Land, page 9.

Describes the military's economic contribution to Hawai'i.

"Letters in focus. Good neighbors." The Sunday Star Bulletin and Advertiser, May 1, 1977, page B-3.

The writer presents his view of the impact of the military in Hawai'i.

## Sugar

Business Editors' Mission, 1976. Journalists View Hawaii's Economy, pages 23-28.

Compilation of news articles.

"You Should Know: Paint Gloomy Picture for Isle Sugar Industry" by Arlene Lum. Honolulu Star Bulletin, July 7, 1977, page A-17.

Discusses Hawai'i's sugar industry's need for significant federal assistance.

"The News: Almost Everyone has Jumped Upon the Sugar Act Bandwagon and Lost Sight of Sugar's Broader Problems" by Thomas O. Scott. Hawaii Observer, June 2, 1977.

Identifies the sugar "foreign competition" and its relationship to Hawai'i's sugar industry and argues for labor in Hawai'i to use its political leverage to better the lot of other sugar workers in the world.

Duncan, Arlene King, Editor, All About Hawaii, pages 136-139.

THE SUGAR ISLANDS - OUR HOME: No. 6440. 24 minutes, E-H.

A brief historical background of the habitation of the Hawai'ian Islands is provided as part of the story of the growth of the sugar industry in the islands. Describes various occupations, and experiments to improve the land. Available only from the State Audiovisual Services Unit.

Pineapple

Ebel, Robert and James Mak, Current Issues in Hawaii's Economy, pages 17-18.

Discusses the idea of subsidizing pineapple.

Duncan, Arlene King, Editor. All About Hawaii, pages 140-144.

PINEAPPLE COUNTRY, HAWAII: No. 2263. (HMS) 26 minutes, E-HA (Film).

Shows how scientific research contributes to Hawai'i's position as the leading producer of pineapples. Depicts methods of growing and processing pineapple.

Farming, Diversified Agriculture

"A Particular Point of View: Farming as Isle Industry" by Margaret K. Apo. Honolulu Star Bulletin, April 1, 1977, page A-19.

The writer argues that agriculture is the best industry for Hawai'i. (Also discusses what it means to be a Hawai'ian today.)

"Agriculture's Future Linked to Enterprise" - Editorial. Honolulu Star Bulletin, February 22, 1977, page A-14.

Argues for the importance of agriculture to the State and describes DeDomenico's success in broadening the market for macadamias.

All About Business in Hawaii, 1977 Edition, page 23.

Duncan, Arlene King, Editor, All About Hawaii, pages 152-153.

Borden, Charles A., Hawaii: Fiftieth State, pages 130-137; 151-153.

Ebel, Robert and James Mak, Current Issues in Hawaii's Economy, pages 15-16.

Argues for subsidizing the taro and whaling industries.

"The Slow Growth of Aquaculture" by Tim Mahoney. Hawaii Observer, May 5, 1977, pages 14-15.

"Hawaii's Aquaculture Industry" by Dr. Thomas K. Hitch, Honolulu Star Bulletin, May 2, 1977, page A-18.

The writer gives a brief background of the aquaculture industry and describes Tap Pryor's success in raising oysters.

"Aquaculture Getting in the Swim" by Bruce Benson. In a four-part series, The Sunday Star Bulletin and Advertiser, May 29, 1977, The Honolulu Advertiser, May 30, 1977 - June 1, 1977.

The writer takes a look at aquaculture, whether it's at last getting off the ground and where it may be headed.

Hawaii's Corporations

Simpich, Frederick Jr., Anatomy of Hawaii, pages 148-181.

Discusses the expansion of Hawai'ian businesses.

Business Editors' Mission, 1976. Journalists View Hawaii's Economy, pages 49-67.

Compilation of news articles.

"The Castle and Cooke Story by A.A. Smyser. Honolulu Star Bulletin, August 5, 1977, pages A-18 and A-19.

Discusses the success and changes within Castle and Cooke.

THE ALOHA SPIRIT: No. 6463. (HMK) 16 minutes, H (Film).

The industrial growth of one company in Hawai'i and the expansion of its holdings throughout other areas of the world are described in this film about the Amfac Corporation enterprises.

Other Industries, Businesses

All About Business in Hawaii, 1977 Edition, page 25.

Duncan, Arlene King, Editor, All About Hawaii, page 145.

Discusses manufacturing in Hawai'i.

"Muumuus at Diamond Head ... Gowns at Saks" by Lois Taylor, Honolulu Star Bulletin, February 22, 1977, Progress Section III-Business, page 12.

Describes the island's fashion industry.

"A Quarter-Billion for Bars" by Mary Adamski, Honolulu Star Bulletin, February 22, 1977, Progress Section IV - Culture and Lifestyles, page 4.

Describes the quarter billion dollar liquor business on Oahu.

"Organized Crime: Up to $20 Million a Year" by Claude Burgett. Honolulu Star Bulletin, February 22, 1977, Progress Section IV - Culture and Lifestyles, page 4.

Labor, Unions

"Letters in focus: Labor Unions in Hawaii," The Sunday Star Bulletin and Advertiser, September 4, 1977, page F-3.

This section consists of various viewpoints about labor unions in Hawai'i.

Series of three articles on Public Collective Bargaining by A.A. Smyser, Honolulu Star Bulletin, March 21-23, 1977.

Hawaii's Economy. Curriculum Resource Guide, pages 223-236.

Includes two articles: "The ILWU in Hawaii" by Dave Thompson (See Appendix IV), and "Business-Labor Relations in Hawaii" by George Mason (See Appendix V).

Land

Ebel, Robert and James Mak, Current Issues in Hawaii's Economy, pages 24-27.

Open Space vs. Development.

Simpich, Frederick Jr., Anatomy of Hawaii, pages 114-147.

This chapter discusses the importance of land in Hawai'i, who holds it, how they got it and how they use it.

Borden, Charles A., Hawaii: Fiftieth State, pages 159-164.

Discusses the problem of land and homes.

Duncan, Arlene King, Editor, All About Hawaii, pages 120-121.

Identifies the biggest landowners.

Daws, Gavan, Shoal of Time, pages 299-302.

Discusses Bishop Estate, its purpose, criticisms against the estate.

"Bishop Estate: The Misused Trust" by Brian Summan. Hawaii Observer/Special Report.

This issue is a special report on the Bishop Estate and includes the following articles: a) The strange origins and vast holdings of the Bishop Estate; b) The selection and connections of the Bishop Estate trustees; c) The Bishop Estate subsidizes developers at its own expense; d) A case study: Joe Pao and how he ripped off the Bishop Estate; e) The Moses of Kona development: Troy Post and the Bishop Estate; f) The leasehold revolt and g) The troubled future of the Estate.

"Hawaii's Residential Leasehold Laws. Questions and Answers." Revised May, 1976. Legislative Reference Bureau.

"The Problems with Homesteading" by Mark Anderson. Hawaii Observer, June 16, 1977.

Other Issues

"Hawaii's Economic Challenges' by Kit Smith. The Sunday Star Bulletin and Advertiser, May 15, 1977, page B-3.

Discusses some alternatives and problems in creating new jobs.

"Honolulu's Potential as a Global City" - Editorial. Honolulu Star Bulletin, June 22, 1977, page A-12.

"A Tale of Three Global Cities" by David Heenan. Honolulu Star Bulletin, June 22, 1977, page A-12.

Discusses some of the arguments for Honolulu as a global city.

"The News: Trying to Turn Honolulu Into a Headquarter for Multinationals" by Bob Norton, Hawaii Observer, June 16, 1977, pages 11-13.

Discusses facts, opinions, problems, and social costs of bringing multinationals to Hawai'i.

"A Particular Point of View: Hawaii's Pacific Role" by George Kanahele, Honolulu Star Bulletin, July 14, 1977, page A-21.

Discusses the need for Hawai'i to play an active role in the Pacific.

Ebel, Robert and James Mak, Current Issues in Hawaii's Economy, pages 22-23.

Argues for a pollution tax as an approach to combat pollution.

Ebel, Robert and James Mak, Current Issues in Hawaii's Economy, pages 33-34.

Argues against rental control as a means of stemming the rising cost of housing in Hawai'ii

"The Government's Attack on Unemployment and How Well the Programs are Working" by Carl Zimmerman, Honolulu Star Bulletin, March 28, 1977, page A-15.

"The Frustration of the Unemployed" by Cile Sinnex, Honolulu Star Bulletin, June 10, 1977, page B-2.

"Water: A Major Issue"- Editorial, Honolulu Advertiser, August 13, 1977, page A-10.

Discusses the need for more realization that water is becoming one of our major issues.

Forum: The Readers' Page. "Water" by Margaret Apo, Honolulu Star Bulletin, August 11, 1977, page A-3.

Raises the conflict between agriculture and non-agriculture competition for water. (In a six-part series, Advertiser writer Vickie Ong looks at water and its implications for Oahu, beginning on May 1, 1977.)

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Hawaii's Economy. Curriculum Resource Guide, Department of Education. Developed by the Office of Economic Education.

Honolulu Advertiser.

Honolulu Observer.

Honolulu Star Bulletin.

Legislative Reference Bureau, "Hawaii's Residential Leasehold Laws. Questions and Answers".

Simpich, Frederick Jr., Anatomy of Hawaii. New York. Avon Books, 1971.


OTHER SOURCES OF INFORMATION:


Annual Economic Review from Bank of Hawaii, Department of Business Research, Financial Plaza of the Pacific, Honolulu, Hawaii 96813. (*FREE*)

Economic Indicators, a monthly report by the First Hawaiian Bank, Research and Planning Division, 165 South King Street, Suite 1505, Honolulu, Hawaii 96813. (*FREE*)

The State of Hawaii Data Book: A Statistical Abstract is an annual publication of the Department of Planning and Economic Development and offers statistics on the social, economic, and political organization of the State. (*Copies may be obtained for $4.00 locally, and $5.00 postpaid out-of-state from the Department of Planning and Economic Development Information Office, 7th Floor, Kamamalu Building, 250 South King Street, Honolulu, Hawaii 96813, or P.O. Box 2359, Honolulu, Hawaii 96804.*)

# APPENDIX I

# A BRIEF POLITICAL, SOCIAL, AND ECONOMIC HISTORY OF HAWAII

Dr. Thomas K. Hitch
Senior Vice President and Chairman, Research Division
First Hawaiian Bank

June, 1971

## Introduction

Hawaii's contact with the outside world has spanned nearly two centuries. During that period change has been the name of the game. Political change. Social change. Economic change.

These changes have permeated the entire fabric of society in the Islands. Centers of power, control, and influence have shifted much as the sands on our beaches are constantly shifting.

To understand the Hawaii of today, one must understand how Hawaii developed. What's past is prologue.

The purpose of this extremely capsulized history of political, social, and economic developments in Hawaii is to give people who don't know Hawaii's history a chance to acquire in a few minutes at least a modicum of understanding of the route we traveled in getting where we are today.

### Political:

At the time of its discovery by Captain Cook in 1778, Hawaii was a congeries of wholly feudalistic local societies in which all social, political, and economic power was concentrated in the local chiefs who owned all the land in their districts and had complete power of life and death over their subjects. In the late 18th and early 19th centuries, one chief, Kamehameha I, succeeded, largely by conquest, in centralizing in himself the totality of absolute power over the entire Hawaiian Island chain and all of its people.

During the balance of the 19th century, the absolute power and exclusive land ownership of the Monarchy were gradually diluted. A constitution was proclaimed, a legislative body and judicial system were constituted, and the King distributed the lands of Hawaii among himself personally, the Crown, and the people.

Hawaii's ultimate alliance with the United States was determined in 1875 when the Reciprocity Treaty was concluded, permitting Hawaiian sugar to enter the United States duty-free. The Monarchy was overthrown in 1893, a Provisional Government and Republic followed, and in 1898 the Hawaiian Islands were annexed by and became an incorporated territory of the United States.

There followed more than fifty years of political domination by Hawaii's landed aristocracy -- primarily sugar and pineapple interests and their related businesses. The voters were divided between the two parties by a horizontal economic line: the Republican Party representing the sugar-pineapple-land capital "haves" and the Democratic Party representing the small business-wage earner-laboring "have-nots." Republicans held a majority in every Territorial House of Representatives and Senate from 1900 to 1954. In only six of the fifty-six years beginning in 1900 did a Democratic Delegate represent Hawaii in the United States Congress, and virtually the only Democrats in any prominent offices in Hawaii were the Governors and the Secretaries of the Territory who were appointed by Democratic Presidents of the United States.

The 1954 elections showed that political power in Hawaii had shifted dramatically, and subsequent elections have confirmed a drastic, long-range realignment of political forces. In 1954 the Democrats, with the support of all labor unions, won twenty-two of the thirty seats in the Territorial House and nine of the fifteen seats in the Territorial Senate, and in every legislature since, the Democratic Party has had a substantial majority in both houses. Although a Republican was elected the first Governor of the State following admission in 1959, in all the gubernatorial elections held since, a Democrat has been successful.

Since the first Democratic victory in 1954, the Hawaii legislature has become one of the most progressive legislative bodies in the fifty states. Ground-breaking legislation in land, labor, tax, and other areas includes:

A negative income tax.

Statewide land use determination.

Repeal of laws prohibiting abortion.

Condemnation of leasehold land for resale to occupant lessees.

A statewide general economic development plan.

Meeting recommended federal criteria for maximum unemployment compensation benefits.

A State Ombudsman.

Covering agricultural workers for unemployment compensation and for wage and hour legislation.

Hawaii has retained the high degree of centralization of government that had its origins in the feudal powers of the Polynesian chiefs. There are but two levels of Hawaii government: State and County. Many functions usually performed by county or municipal governmental units in other states -- education, health and welfare, for example -- are strictly state functions in Hawaii.

All real property taxes are assessed and collected by the State for transmittal to the Counties and all other taxes are State taxes.

All functions of the State government are carried out by seventeen departments, the heads of fifteen of which are appointed by the Governor, with the advice and consent of the State Senate. The Superintendent of Education is appointed by the elected Board of Education and the president of the University of Hawaii, by the appointed Board of Regents.

In brief summary, then, the political development of Hawaii, while characterized throughout by a high degree of centralization of authority, falls into three stages: First, the century-long transition from an absolute, feudal monarchy to a Caucasian (and largely American)-dominated Republic; second, the 1900-1954 era of political domination by the economic ruling class -- the sugar-pineapple-land-capital interests which found their political vehicle in the Republican Party; and third, the present era, dating from the shift of political power in 1954, dominated by progressive labor elements through the Democratic Party.

Social:

When Captain Cook first arrived in Hawaii in 1778, he found an estimated population of 300,000 Polynesians whose protracted isolation had left them with little, if any, resistance to Western diseases. As a result, despite the medical work of the missionaries, the government, and others, the native population fell to less than 60,000 in the one hundred years after Captain Cook's arrival.

The social elite of Hawaii, at least until the outbreak of the Second World War, was made up, in addition to native royalty, of the descendants of the American missionaries who began to arrive in 1820; the descendants of the founders of the trading companies that emerged in the early 1840's and thereafter; and the (almost exclusively Caucasian) agents and representatives of these groups.

When agriculture began to emerge as Hawaii's principal activity, the Polynesian proved ill-adapted to full-time agricultural labor. Hawaii's social development, therefore, is largely the result of the arrival over an extended period of time of more than 200,000 immigrants from many different parts of the world.

The first group to arrive was from China, in labor imports over the period roughly covering 1852-1885. These were followed by labor imports from Japan. The Japanese migration covered the period 1868-1908, during which time some 140,000 Japanese emigrated to Hawaii. In addition to China and Japan, immigrants in large numbers came to work on Hawaii's plantations from Korea, Portugal, and Puerto Rico, and to a lesser extent from Germany, Scotland, Spain, and elsewhere. In the 1920's and again in 1946, large numbers of Filipinos came to Hawaii to work on the sugar plantations.

Labor migration to Hawaii differed significantly from the great waves of emigration to the continental United States. True, each successive wave of immigration into Hawaii was made up of unskilled laborers destined for the lowliest sort of field work (with the possible exception of the Scots). But every such emigrant had, unlike the groups moving to the continental United States at about the same time, economic security of a sort awaiting him on his arrival. Each emigrant contract laborer had a job as soon as he arrived in Hawaii.

It would be unrealistic to expect the earlier arrivals to regard the later immigrants as their social or political equals. And the hard fact was that the most recent arrivals were certainly not on an economic par with the more fortunate groups who had emigrated earlier.

The first to arrive were the first to be "emancipated": the wholesale importation of Japanese workers was due in large part to the fact that the earlier Chinese immigrants left the plantations for retail trade, small business, and the professions as soon as their terms of service were up.

The Japanese followed approximately the same pattern as the Chinese with one significant difference. While the proportion of Japanese in the employ of the sugar industry decreased drastically, the percentage stabilized around 1930 and began to rise again. In 1920 they made up 74 percent of all sugar plantation employees. By 1922 their proportion had fallen to 38 percent and by 1930, down to 18 percent. But it was back to 29 percent in 1940, and the last survey in 1965 showed their proportion at 32 percent.

A major avenue to improve social status pursued by the Oriental immigrants to Hawaii was education. Of all people of Japanese ancestry in Hawaii between the ages of sixteen and seventeen, 30 percent were in school in 1910; 35 percent were in school in 1920; 54 percent were in school in 1930; 73 percent were in school in 1940; and 94 percent were in school in 1950. In 1950, only the Japanese and Chinese reached the 94-percent level of school attendance among sixteen-seventeen year olds. The proportion among Caucasians was only 77 percent, with the territory-wide average 86 percent.

As would be expected from the nature of the political structure of Hawaii in the fifty or so years following its annexation to the United States, Caucasian social domination paralleled the political domination by the landed, industrial, and agricultural interests. But this social domination was subject to the same accelerating erosion that characterized the loss of political power by the Caucasian leaders.

For example, during the fifty-five-year period 1915-1970, the percentage of practitioners of Japanese ancestry in certain professions in Hawaii increased dramatically: from 2 percent to 24.7 percent

among attorneys; from zero percent to 21.4 percent among architects; from 6 percent to 61.5 percent among dentists; and from zero percent to 65.5 percent among optometrists.

Social position and income tend to go hand in hand, and immigrant groups in Hawaii have been no exception to this rule. The 1960 census showed that the median income of males fourteen years of age and older in Hawaii in 1959 was $3,717 but that among Chinese it was $5,096; among Japanese $4,302; among Caucasians, $3,649; and among Filipinos, $3,071. Medians for other ethnic groups are not available.

A sample survey in 1966 on median civilian family income per household on the island of Oahu showed a slightly different result: the median for all households, not counting the military, was $8,336. Caucasians topped the list at $10,319; the Chinese were in second place with $9,479; and Japanese were third with $8,910; Filipinos were fourth with $6,323; and Hawaiians were fifth with $5,583.

Non-Caucasians are, and have been for many years, prominent in Hawaiian social life as leaders of the professions, owners of important businesses, directors and officers of many of the older "Caucasian" companies, bank presidents, land owners and developers, construction contractors, legislators, judges, government executives, and headsof Chambers of Commerce, bar associations, and trade associations.

In short, social and political developments in Hawaii moved in close parallel. The 19th century dominance by Caucasian groups gradually gave way before the ever-rising educational and economic levels of the non-Caucasian groups until there emerged the present amalgam of cultures and ethnic groups in which achievement and status are primarily determined by ability.

Economic:

The Hawaii discovered by Captain Cook was a self-sufficient, stone-age economy. Its first significant economic contact with the outside world was in its sandalwood trade with China, which came to a halt in about 1840 when the Hawaiian sandalwood forests were depleted.

There followed the period in which Hawaii serviced the Pacific whaling fleets -- fleets numbering up to 100 ships, which sought rest and recuperation for their crews and repair and provisioning for their ships during the winter months. This period reached its heights in the 1850's and came to an end when petroleum replaced whale oil.

The first lasting economic development in Hawaii was the emergence of the sugar industry which began in the 1830's and expanded rapidly after 1875 -- the year of the Reciprocity Treaty with the United States. The next lasting development was the pineapple industry which got its real start with the first commercial pack in 1903.

From 1900 until the Second World War, Hawaii was strictly a sugar-pineapple economy. As late as 1939, 42 percent of total civilian employment in Hawaii was in these two industries, and most of the remaining civilian labor force was living on income basically attributable to the export activities of the sugar and pineapple industries.

Hawaii's sugar plantations developed in what were, at the time, remote and isolated areas. It is easy to forget that as late as the 1920's a visit even from Honolulu to Windward Oahu, now a fifteen-minute ride over super highways and through mountain tunnels, was an all-day trip. Neighbor island plantations were quite isolated, depending on intermittent calls by interisland ships and overland horse or bullock wagon transport for their contacts with Honolulu and the rest of the world. Supplies for the plantations -- not only machinery and tools but also much of the food, clothing, housing materials, and household furnishings for plantation employees -- came from distant parts overseas. Raw sugar had to be shipped overseas, indeed originally around the Horn, to be sold and refined.

Those who actually farmed the sugar plantations were faced with staggering problems: clearing, preparing, and planting the land; cultivating the crop; harvesting and milling the cane; and bagging the resultant raw sugar and getting it to the local port. These direct operating activities strained their capabilities; to cope with shipping, insurance, marketing, financing, overseas purchases of equipment and supplies, labor recruiting, and handling proper relations with the Monarchy was quite out of the question.

To fill this need, the "agencies" or "factoring" system developed and provided these required services to the plantations, usually for a compensation calculated as a percentage of the gross revenues of the sugar plantations. Of these agencies, none of which was organized for the sole purpose of acting as agent for plantations but which entered the field in response to the plantations' needs, five became preeminent: Alexander & Baldwin, Inc., American Factors (now Amfac, Inc.), C. Brewer & Co., Ltd., Castle & Cooke, Inc., and Theo. H. Davies & Co., Ltd. -- the so-called "Big Five."

There is little doubt that their representation of and ownership in the basic and most significant single industry in Hawaii gave the five sugar agencies tremendous influence in and control over the Hawaiian economy for an extended period of time. However, this influence and control came to an end with the United States' entry into the Second World War and has never since been revived.

When the attack on Pearl Harbor on December 7, 1941, precipitated the United States' entry into World War II, Hawaii changed overnight and changed radically. Civil government was immediately displaced by martial law. The civilian economy quickly gave way to a military economy geared entirely to the war effort. By 1944 civilian employees of the military services in Hawaii constituted nearly one-third of the total civilian labor force, as compared to 3 percent in 1939. Sugar and pineapple employment dropped to 24 percent of the civilian labor force, as compared to 42 percent in 1939. Varying but large numbers of troops were in the Islands, at times numbering as many as 400,000. The military services became Hawaii's principal source of income.

Following the war's end in 1945, demobilization was rapid -- which is another way of saying that Hawaii's economic base of 1941-1945 rapidly disappeared.

The period 1945-1954 was one largely of stagnation. Unemployment rates ran high, reaching nearly 10 percent in 1949 and 1950. Between 1948 and 1954, some 80,000 more people left Hawaii than arrived, and since the excess of births over deaths for the same period was only 70,000, the result was a net decline of about 10,000 in total population. The reestablishment of the military forces attendant on the Korean conflict was of some help, as were increases in tourism and diversified manufacturing and agriculture (i.e., all manufacturing and agriculture other than the sugar and pineapple industries).

From 1955 through 1970, the Hawaiian economy experienced spectacular growth in virtually all sectors. The two significant exceptions were sugar and pineapple production, both of which remained practically constant.

During the fifteen years beginning with 1955, annual military expenditures in the Islands increased from $275 million to over $668 million; the annual number of visitors rose from 100,000 to over 1.5 million; gross annual output of diversified manufacturing increased from $100 million to about $300 million; and the annual volume of construction put in place rose from $100 million to $783 million. In the same period, resident population increased 42.8 percent, total civilian employment increased about 76 percent, and per capita personal income increased 146.6 percent.

Part of this growth was promoted by the sugar agencies: Castle & Cooke went into macadamia nut production, real estate development, bananas, seafood, and retailing; Amfac entered the tourist resort development, department store operation on the West Coast, hotel, restaurant, and related leisure industry, and financial services; and C. Brewer & Co. diversified into macadamia nuts, beef production, fertilizer distribution, national molasses distribution, sugar brokerage business, and is starting to gear up its land development and tourism businesses. At the same time, competition and changes in distribution and marketing methods forced the sugar agencies to curtail or abandon some of their activities. For example, Amfac

discontinued its wholesale grocery and building supply businesses, its beer, wine, and spirits distributorship, and its General Electric appliance retailing; Theo. H. Davies discontinued its wholesale grocery business and its lumber and building materials businesses; and subsequently both Alexander & Baldwin and Amfac discontinued their insurance agencies.

Dillingham Corporation expanded rapidly in the past decade mainly through acquisitions to become Hawaii's largest corporation, as measured by total revenues, two years ago. Its property development group built the Ala Moana Center, at that time the largest shopping center in the world in terms of gross leasable space. Around the rim of the Pacific from Alaska down the West Coast and over to Australia and the Western Pacific, Dillingham became a large factor in all kinds of construction, dredging, mining, grazing, land and property development, liquid propane distribution, tug and barge operations, and drydock and shipbuilding.

Spencecliff Corporation built a chain of thirty-two restaurants, plus catering services. Island Holidays, Ltd. (acquired a few years ago by Amfac) and InterIsland Resorts, Ltd. developed hotel chains across the island state and expanded into travel services. Roy Kelley built more than 2,000 hotel rooms in the Waikiki area and has sold most of his property to Cinerama, Inc.

Foodland Super Market, Ltd. developed a supermarket chain of seventeen units. Pacific Concrete & Rock Co., Ltd. and HC&D, Ltd. developed the concrete products market. Capital Investment of Hawaii, Inc., under the guidance of Chinn Ho, local financier, built the 1,100-room Ilikai Hotel and is developing a planned community in Makaha Valley on Oahu and a condominium complex in Guam. C.S. Wo & Sons, Ltd. became the most successful furniture manufacturer and retailer in Hawaii. Senator Hiram L. Fong built Finance Factors, Ltd. into a diversified finance and real estate enterprise. Aloha Airlines, Inc. was revitalized under the leadership of Hung Wo Ching as the Island's second airline, although it is going through a financial crisis at the moment. Crown Corporation was built by Lawrence B.C. Lau into a conglomerate that is in the consumer goods, financial service, and real estate business. Telecheck International, Inc., which started out as an electronic software firm, has expanded rapidly into building materials, industrial products distribution, specialized education, snowmobile manufacture, and the plumbing and hardware business. Amelco Corporation, built by putting together a group of contracting firms in the construction industry, has bloomed into one of the largest construction firms in the country with projects in progress in many parts of the world. This listing could be extended over a wide range of activities including garment manufacturing, food processing, printing and publishing, department stores, real estate, construction contracting, trucking and warehousing.

Another major contributor to the economic growth of Hawaii in the 1955-1970 period was the influx of overseas business firms, primarily from the continental United States. In 1955 there were 311 foreign corporations registered to do business in Hawaii; by 1970 the number had risen to 1,916. Mainland businesses have come to represent a highly significant segment of Hawaii's economy. They include the Kaiser cement plant and property development on Oahu; Standard Oil Co. of California's oil refinery; Weyerhaeuser's and Fibreboard's cardboard container manufacturing; hotel chains such as Hilton, Sheraton, Western International, Holiday Inn, and Cinerama; and Boise Cascade in retailing and land development.

Now engaged in business in Hawaii are all the major oil companies (Shell, Phillips, Union, Texaco, and Standard); all the major insurance companies; airlines such as Pan American, United, Northwest, Western, Continental, Braniff, American, TWA, and a host of supplemental air carriers; major van lines (Bekins, Martin, Dean, Smyth); major milk and milk-products distributors (Foremost and Beatrice Foods); leading retailers (Sears, Penney, Kress, Woolworth, Hartfield, Roos-Atkins, Parkview-Gem, Longs Drug); the major U-drives (Hertz, Avis, National); two major bakery chains (Continental and Ward Foods); a brewery (Schlitz); and a supermarket chain (Safeway).

The impact of the extraordinary growth in Hawaii during 1955-1970 on the relative position of the sugar and pineapple industries and through them on the five sugar agencies has been just what might have been expected. This impact is indicated by the fact that employment in sugar and pineapple in 1970 had dropped to 3.1 percent and 2.3 percent, respectively, of the civilian work force. It is also indicated by the fact that the Sears store in Honolulu has sales greater than that of the Hawaiian Commercial and Sugar Company, the largest plantation in the State with annual production of some 200,000 tons of raw sugar.

To summarize, modern Hawaiian economic history falls into four periods: The period of sugar-pineapple dominance when the five sugar agencies exercised effective economic control of the Territory; the period of World War II when military government displaced the civilian and Hawaii was converted into an armed camp; the post-war period of ten years' slump and readjustment; and the more recent fifteen-year period of growth and expansion characterized by the emergence of local firms unaffiliated with the sugar agencies and the influx of major Mainland concerns.

Hawaii's economy has come to represent a wide spectrum of big, medium, and small local, Mainland, and foreign businesses, no one of which nor group of which could be said to be dominant in any sense of the word. And with this development, the economy has become remarkably affluent -- with Hawaii's 1970 per capita personal income of $4,530 being the fifth highest among the fifty states in the nation.

# APPENDIX II

## EXPANSION OF PLANTATION AGRICULTURE

### 1850 - 1941

The only certainty about the whaling industry was that every four or five years it would be a disastrous financial loss. Whalers searched greater and greater distances across the Pacific to find less and less whales. Like the forests of sandalwood on Hawaii, the supply of whales in the Pacific Ocean was dwindling. And when it was an unsuccessful whaling year, the Hawaiian Kingdom also suffered economic loss. By the end of the 1860's, the effects of the United States Civil War, the scarcity of whales, and the rise of the petroleum (oil) industry caused the gradual death of the whaling industry. Fewer and fewer ships came into port at Lahaina and Honolulu.

Meanwhile, money was being invested in various agricultural adventures. In the early 1800's, the main market had been the ships which needed fresh vegetables and fruits. Later, the growers were looking to markets on the West Coast of the United States. One Hawaiian crop in particular showed great promise -- the sugar cane. A few attempts to raise sugar cane had been made in the 1830's but had experienced great difficulties in financing and production. Many went bankrupt for various reasons. Trading agencies such as Castle & Cooke (begun by two former missionaries) invested in sugar plantations, lending them money, helping them get machinery, and dealing with the mainland market to get a good price. The haoles had invested and bought Hawaiian land and were changing the economy of the islands.

As for the kanakas, they could do little but work on the plantations owned and controlled by the haoles. Once, they had been industrious and self-sufficient in their agriculture; now they were accused of being lazy, careless, and apathetic. Not only were the Hawaiians considered 'unsuitable' for work in plantation agriculture, but there were simply not enough of them -- the Hawaiians were dying out. Consequently, the sugar planters began to look elsewhere for a cheap, industrious, efficient (but especially cheap) labor supply. They found China and in the next few decades brought in over 40,000 laborers. For the rest of

the 1800's, agents and recruiters went to Canton, Mongolia, Korea, Japan, Philippines, Puerto Rico, Portugal, Spain, Italy, Poland, Germany, and Russia to bring back laborers. The laborers were paid about ten dollars a month; less if they were Japanese, more if they were European, plus food and lodging.

Almost 300,000 laborers (equal to the original population of the Hawaiians) were eventually brought in. This was much more than needed by the plantation economy and it happened because the workers--- first the Chinese and then the Japanese -- would not stay on the platations after their few years of contract labor were up. They left the haole plantations when they could and went into commercial and manufacturing labor. Some of them even saved up enough money to become merchants and traders. This was certainly not what the sugar planters had planned. They could do only two things: bring in more foreign laborers and invest in new inventions which would reduce the cost of labor by using less of it.

For all its difficulties, sugar had brought increasing wealth to the Hawaiian Kingdom since 1860. Many sugar planters, who were American by birth hoped that a reciprocity treaty could be passed with the United States. This meant that the U.S. would not tax Hawaiian goods and the Hawaiian Kingdom would not tax American goods in the trade between the two countries. Untaxed Hawaiian sugar would cost less on the mainland and sales would increase, along with profits. After many years, much politicking, and a bit of luck, a treaty was signed in 1876. In the following 25 years, the sugar crop expanded ten times.

The sugar factors, also called agencies, controlled the financial operations. The need for large-scale efficiency meant that there were fewer but larger sugar plantations. Research scientists were brought in and the Hawaiian sugar industry became the most advanced and efficient agricultural operation in the world. New plant strains were used, new machines were invented, insect pests were fought, and land was reclaimed with vast irrigation networks. The Hawaiian economy grew and prospered.

The sugar trade with the United States strengthened the economic bond between the two countries. Political events as well were to bind them even more closely. King Kalakaua died in 1891 and

Queen Liliuokalani ascended the throne. She was angry with the constituional conditions which had been imposed on King Kalakaua by the haole planters and sugar factors, and she secretly wanted to restore the divine power of Hawaiian royalty. The Americans, who were becoming increasingly agitated over being ruled by a kanaka monarchy, were outraged when Queen Liliuokalani's intentions were made known to them. Gathering together arms, they plotted a revolution and with a small militia, seized Honolulu. Some armed men from an American warship helped garrison the town and Queen Liliuokalani surrendered. The Hawaiian alii nui were vanquished.

The American haoles, who now both owned and ruled the Hawaiian Islands, set up a republic and went about persuading the United States to annex the new republic. In 1898, the United States, involved in the Spanish-American War and eager to extend its frontier of power, agreed to acquire Hawaii as a territory.

As a U.S. territory, the economy of Hawaii was firmly established in sugar. Most labor importations from Asia stopped as there were Congressional laws forbidding such immigration. Sugar acreage increased, the labor force doubled, and the output of sugar increased four times in the first decades of the 20th century. The sugar agencies grew in size and influence with investment and power in every sector of economic activity. The 'Big Five,' as the largest agencies were known, ruled Hawaii (Castle & Cooke, Alexander & Baldwin, Theo. H. Davies & Company, C. Brewer & Company, and American Factors). They dominated banking, trading, insurance, merchandising, railroad transportation, and shipping. They controlled nearly all of the sugar crop and managed the new pineapple industry.

The planters and agency executives, who were often descended from the original missionaries and merchants (all calabash cousins in one way or another), served in all the important business and political positions of the Hawaiian territory. Their names appeared over and over again: Alexander, Baldwin, Bishop, Castle, Cooke, Dole, Damon, Chamberlain, Thurston, Judd, Wilcox, Lewers, Robinson, Armstrong, Bingham, Brewer, Davies, Parker, Dillingham. They were the new alii haole.

The new maka-ainana were the imported Chinese, Japanese, Portuguese, Filipino, and remaining Hawaiians. There were more Japanese than any other group, and there were a lot of

them. This bothered the haoles. The Japanese of second generation, the Nisei, would be American citizens and have the right to vote, own property, and compete in businesses. Some of the planters and merchants hoped the Japanese would go away somehow, and others muttered darkly about inscrutable Orientals, the Yellow Peril, and the despotic Mikado. Worst of all, the Japanese, like the Chinese, were deserting the plantations to work elsewhere in commerce, and already there had been wage strikes on the plantations by those who remained.

The alii haole, guarding its sugar trade with the United States, fearful about the racial 'melting pot' at home, and concerned with ominous international events of the 1930's, had many ideas but no certain plans for Hawaii's future. On December 7, 1941, an air attack force of the Imperial Japanese Navy roared into Pearl Harbor and bombed the ships of the U.S. Naval Pacific Fleet on a sunny Sunday morning.

Eric Y. Yanagi

*Source: Department of Education. Hawaii's Economy, 1972, pages 151-154.*

# APPENDIX III

## WORLD WAR II AND A CHANGING ECONOMY

### 1941 - 1971

With the entry of the United States into World War II, the Hawaiian Islands became an armed fortress. Martial law was declared and all areas of government, except that of taxation, were taken over by the Military Governor.

By late 1943 and early 1944 there were over 65,000 civilian employees of the military in Hawaii and in addition nearly 400,000 uniformed personnel stationed here. These 65,000 civilians working for the military accounted for over one-third of the civilian labor force, and again we can say with approximate accuracy that the income generated by military employment in Hawaii during the first half of the 1940's was the primary source of income for the entire state.

With the ending of the war in 1945 and the rapid demobilization of our forces, this primary economic base of the state disappeared. Furthermore, with unionization of the plantations and resultant higher labor costs, it was impossible for them to employ the large numbers of people that they did in the prewar days. This meant that in terms of fundamental economic life, Hawaii was faced in the immediate postwar years not with a problem of readjustment (since readjusting to what existed before the war was impossible) but was faced with the problem of adjustment to a new economic base. Hawaii had to find new activities that would support the community.

This, as it turned out, proved to be a long and arduous process. For approximately ten years from the ending of the war until the mid-1950's Hawaii was struggling to find sources of income that would support her population. Both government and private enterprise participated in this struggle. The growth of tourism showed promise and private vusinesses and individuals in Hawaii contributed hundreds of thousands of dollars a year to help support the Hawaii Visitors Bureau in its advertising and promotional efforts. Castle & Cooke set up a department to research the islands in trying to develop new activities and industries that they could organize. The Hawaiian Electric Company retained the Stanford Research Institute to survey Hawaii and to come up with

suggestions as to what type of industry could profitably exist that was not here at the time and then set up a department to go out and attract firms in those industries to the state--and did it successfully. The two leading banks set up departments of economic research in order to join this effort and make their contribution to an expansion of the whole Hawaiian economy.

On the government side, the state government in 1949 established an organization known as the Industrial Research Advisory Council which for a period of some five years spent well over a million dollars in research designed to uncover new industrial or agricultural activities that could be introduced or expanded. IRAC was followed by the Economic Planning and Coordination Authority (EPCA) which again spent several million dollars over a period of a few years in research to discover new types of business and industry that could succeed in Hawaii and that should be attracted here.

The search for new sources of income was an arduous struggle and did not meet with immediate success. It was not really until the mid-1950's that it began to pay off in a real way. During much of this period unemployment rates ran considerably higher than the national average rising to about ten per cent in 1949 and 1950. As one would expect with a scarcity of good jobs, there was a tendency for people to leave Hawaii and seek their economic welfare elsewhere. Between 1948 and 1954 some 80,000 more people left Hawaii than arrived in Hawaii and since the excess of births over deaths during this six-year period was only 70,000 we actually had a decline of about 10,000 in total population during that six-year period. Growth in bank deposits and personal income in Hawaii lagged well behind the Mainland during this period.

By 1955 our basic agriculture, which had been our only support in the prewar days, was still with us. Employment in the sugar industry was down dramatically because of the mechanization, chemicalization, and rationalization of the sugar process, but the total distribution of money by the industry in wages and salaries and purchases of goods and services was up. Pineapple employment had remained fairly stable during the postwar years but with increased productivity, the number of cases packed per year had increased from around 25 million to close to 30 million. Diversified agriculture (namely, all agriculture other than sugar and pineapple) was gaining some ground. Output of beef, poultry, pork, coffee, fruits, melons, and vegetable crops amounted to close to $50 million a year and supplied us with pretty close to half of our total food needs.

The military, which had been Hawaii's primary support during the war years and which had practically disappeared after the war, began to come back in some volume at the time of Korea and by 1955 the Defense Department was spending in Hawaii approximately $275 million a year. Furthermore, the increase in the military forces resulted not only in uniformed personnel being here and military installations being established, but also had by 1955 resulted in approximately 30,000 dependents of service personnel being in Hawaii.

By 1955 the number of visitors, which had been increasing at approximately an average annual rate of 20%, had reached the 100,000 per year figure. Tourism was, by the mid-fifties, beginning to be a big business for the territory. Finally, diversified manufacturing (that is all manufacturing activity other than pineapple canning and sugar milling), which had in the immediate postwar years amounted to very little, had by 1955 grown to the point that the output of all of our diversified manufacturing plants was at the $100 million mark.

By the mid-fifties, therefore, we can see that Hawaii not only had its basic agriculture that it had had in prewar days, but it had re-acquired the military as a major source of income and employment, it had built up tourism to the point that it was becoming economically significant, and it had built up a number of diversified manufacturing industries, such as clothing and furniture, to the point that they were becoming of real economic importance.

Consequently, the people of the state were beginning to be somewhat optimistic instead of pessimistic about Hawaii's economic future. And well they might have been because from 1955 through 1970, the Hawaiian economy experienced spectacular growth in virtually all sectors. The two significant exceptions were sugar and pineapple production, both of which remained practically constant.

During the fifteen years beginning with 1955, annual military expenditures in the Islands increased from $275 million to over $668 million; the annual number of visitors rose from 100,000 to over 1.5 million; gross annual output of diversified manufacturing increased from $100 million to about $300 million; and the annual volume of construction put in place rose from

$100 million to $783 million. In the same period, resident population increased 42.8 percent, total civilian employment increased about 76 percent, and per capita personal income increased 146.6 percent.

The reasons for this remarkable 15-year record are many and varied. One event of particular importance was Hawaiian Statehood in 1959. Statehood lent a new air of security to business investments in the islands, and encouraged many out-of-state businesses to locate here. In 1955 there were 311 out-of-state corporations registered to do business in Hawaii. By 1970 the number had risen to 1,916.

Another big contributor to island growth was the introduction of jet air travel which made it easier and cheaper for tourists to enjoy Hawaii.

Eric Y. Yanagi

*Source: Department of Education. Hawaii's Economy, 1972, pages 209-214.*

## LABOR FORCE ESTIMATES: ANNUAL AVERAGES, 1940 TO 1970

| Year | Civilian labor force | Civilian employment | Unemployment | |
|---|---|---|---|---|
| | | | Number | Percent |
| 1940 | 162,763 | 155,531 | 7,232 | 4.4 |
| 1941 | 179,568 | 173,068 | 6,500 | 3.6 |
| 1942 | 215,885 | 213,455 | 2,430 | 1.1 |
| 1943 | 218,501 | 216,615 | 1,886 | 0.9 |
| 1944 | 214,522 | 212,922 | 1,600 | 0.7 |
| 1945 | 210,368 | 208,868 | 1,500 | 0.7 |
| 1946 | 190,297 | 188,165 | 2,132 | 1.1 |
| 1947 | 191,695 | 188,742 | 2,953 | 1.5 |
| 1948 | 193,467 | 184,020 | 9,447 | 4.9 |
| 1949 | 194,776 | 173,340 | 21,436 | 11.0 |
| 1950 | 187,773 | 170,075 | 17,698 | 9.4 |
| 1951 | 191,678 | 183,129 | 8,278 | 4.3 |
| 1952 | 194,067 | 185,639 | 8,422 | 4.3 |
| 1953 | 196,142 | 186,437 | 9,542 | 4.9 |
| 1954 | 197,376 | 185,514 | 11,759 | 6.0 |
| 1955 | 199,276 | 189,291 | 9,924 | 5.0 |
| 1956 | 204,082 | 195,075 | 9,007 | 4.4 |
| 1957 | 207,564 | 199,831 | 7,733 | 3.7 |
| 1958[1] | 211,540 | 204,370 | 7,080 | 3.4 |
| 1959 | 222,980 | 216,140 | 6,840 | 3.1 |
| 1960 | 235,140 | 228,050 | 7,090 | 3.0 |
| 1961 | 242,850 | 232,910 | 9,940 | 4.1 |
| 1962 | 246,180 | 234,420 | 11,600 | 4.7 |
| 1963 | 250,880 | 238,630 | 12,020 | 4.8 |
| 1964 | 257,630 | 247,560 | 10,050 | 3.9 |
| 1965 | 269,020 | 259,680 | 9,250 | 3.4 |
| 1966 | 281,880 | 272,730 | 9,120 | 3.2 |
| 1967 | 293,400 | 282,940 | 10,200 | 3.5 |
| 1968 | 306,780 | 297,030 | 8,880 | 2.9 |
| 1969 | 325,560 | 315,990 | 8,820 | 2.7 |
| 1970 | 347,570 | 334,590 | 12,460 | 3.6 |
| ISLANDS: 1970 | | | | |
| Oahu | 282,700 | 272,870 | 9,800 | 3.5 |
| Hawaii | 30,120 | 28,870 | 990 | 3.3 |
| Maui | 18,560 | 17,510 | 960 | 5.2 |
| Kauai | 13,260 | 12,580 | 550 | 4.1 |
| Molokai, Lanai | 2,930 | 2,770 | 160 | 5.6 |

[1]Data for 1958 and later years are only approximately comparable to data for 1940 to 1957. Source: Hawaii State Department of Labor and Industrial Relations, Labor Force Estimates (monthly and annual) and records.

SOURCES OF INCOME FROM ECONOMIC ACTIVITY IN HAWAII
(in millions of dollars)

*Source: The State of Hawaii Data Book, 1971.

| Year | Visitor Expenditures | Defense Expenditures | Value of Pine-apple Production | Value of Sugar Production | Value of Total Agri. Products |
|---|---|---|---|---|---|
| 1946 | 6.3 | -- | -- | -- | -- |
| 1947 | 12.1 | -- | -- | -- | -- |
| 1948 | 18.9 | -- | -- | -- | -- |
| 1949 | 17.7 | -- | -- | -- | -- |
| 1950 | 24.2 | 147.0 | 102.4 | 123.9 | -- |
| 1951 | 29.0 | 213.5 | 95.6 | 135.1 | -- |
| 1952 | 32.8 | 245.1 | 96.9 | 138.0 | -- |
| 1953 | 42.6 | 251.1 | 113.5 | 147.8 | -- |
| 1954 | 48.9 | 237.2 | 108.8 | 141.4 | -- |
| 1955 | 55.0 | 272.5 | 115.7 | 145.7 | 297.9 |
| 1956 | 65.0 | 284.5 | 122.5 | 148.9 | 309.6 |
| 1957 | 77.6 | 307.9 | 115.9 | 147.5 | 303.4 |
| 1958 | 82.7 | 327.4 | 130.1 | 106.4 | 276.4 |
| 1959 | 109.0 | 338.0 | 127.5 | 131.0 | 301.4 |
| 1960 | 131.0 | 373.1 | 119.3 | 127.4 | 290.1 |
| 1961 | 137.0 | 401.9 | 119.4 | 144.9 | 307.5 |
| 1962 | 154.0 | 375.8 | 114.9 | 159.7 | 317.2 |
| 1963 | 186.0 | 368.6 | 123.5 | 191.3 | 355.8 |
| 1964 | 225.0 | 415.9 | 127.5 | 166.6 | 338.9 |
| 1965 | 265.0 | 459.6 | 126.6 | 175.0 | 349.5 |
| 1966 | 280.9 | 517.1 | 127.6 | 191.0 | 368.2 |
| 1967 | 392.6 | 584.8 | 133.3 | 190.9 | 374.4 |
| 1968 | 470.6 | 606.1 | 127.6 | 200.0 | -- |
| 1969 | 545.6 | 660.2 | 125.3 | 182.5 | -- |
| 1970 | 593.6 | 683.4 | -- | -- | -- |

## THE MILITARY IMPACT ON HAWAII'S ECONOMY

### Historically Speaking

Since the outbreak of World War II, in those bleak and final days of 1941, one of the largest contributors to the economy of the Hawaiian Islands has been the Army, Navy and Air Force.

In the form of construction and operating costs at the military complexes on Oahu, payrolls for locally-hired civilian employees, commissary and post exchange purchases from local businesses, individual spending by military personnel and their dependents, recreational spending, and, of course, taxes, the military dollar has made a sizeable impact on the Island's economy.

Although the military's contribution to local economy has been most noticeable in the past 30 years, it actually started back in 1898 when a coaling station was established by the U.S. Navy at the present site of the Pearl Harbor Naval Shipyard.

Located at the crossroads of the Pacific, and in the path of any possible attack on the U.S. mainland, Pearl Harbor, by 1941, had become the Pacific Fleet's main refueling and repair base.

*Source: Department of Education. Hawaii's Economy, 1972, page 215.*

## Oahu - Bastion of Defense

The outbreak of World War II on December 7, 1941, stimulated a gigantic military development program in Hawaii. Although there were brief periods of military cutbacks after World War II and the Korean War, the strategic location of the Islands defense complexes has been responsible for the continued presence of the Armed Forces.

Today, Hawaii is the nerve center for planning and direction of all military operations in the Pacific area. Headquartered on Oahu, at Camp H. M. Smith, overlooking Pearl Harbor, the Commander-in-Chief of the Pacific and his 1,400-man staff oversee all U.S. military activities in a 94,000,000-square-mile area that includes Japan, Korea, Southeast Asia and the Indian Ocean, as well as Australia and New Zealand to the south and the Aleutians to the north. Also headquartered on Hawaii are the Pacific commanders of the Army, Navy and Air Force.

### The Navy

Perhaps the most widely known military site in Hawaii is Pearl Harbor - hub of American sea power in the Pacific. Scores of ships, from aircraft carriers to submarines, enter the Harbor each month for repairs, fuel, supplies and recreation for their crews.

The vast complex of naval facilities around Pearl Harbor include:

- Pearl Harbor Navy Base
- Pearl Harbor Submarine Base

·Pearl Harbor Naval Shipyard

·Pearl Harbor Naval Supply Center

In addition to those mentioned above, there are other naval facilities in Hawaii, including the Barber's Point Naval Air Station near Ewa Beach and the Kaneohe Marine Corps Air Station on the Windward side of Oahu.

The Army

The Army first arrived on Oahu in 1898 shortly after the Islands were annexed. Camp McKinley was established at the present site of Kapiolani Park, and for several years was the only Hawaiian Army encampment.

There are now three major Army posts in Hawaii as well as 35 other commands throughout the State.

·Schofield Barracks, located high on the Leilehua plains in the center of Oahu, is one of the Army's choicest training areas.

·Fort Shafter, completed in 1906, is today the headquarters of the Commanding General, U.S. Army Pacific.

·Fort DeRussey, formerly a coastal artillery post in the heart of Waikiki, it is now used as a recreation center and also serves as headquarters for the Hawaiian Organized Reserve.

Also located on Oahu is one of the largest military hospitals in the world, Tripler Army Hospital.

Air Force

The major Air Force facilities in the State are:

·Hickam Air Force Base, the largest and most important Air

Force base in Hawaii, is located between Pearl Harbor and Hawaii International Airport. It is the headquarters of the Pacific Air Force Commanding General and serves as home base for the Military Airlift Command (Pacific Division).

·Wheeler Air Force Base, located near Schofield Barracks, is the second major base in Hawaii. A total of 24 tenant organizations representing the three services have units stationed at Wheeler.

·Bellows Air Force Station, located 15 miles from Honolulu on the Windward side of Oahu, serves as the antenna farm for a global transmitting complex, as well as a recreational center.

## The Military Community

Defense cutbacks after World War II largely reduced the number of military personnel stationed in Hawaii. With the start of the Korean War, however, a rebuilding process began and the number of servicemen on duty in the area more than doubled.

The number of Armed Forces personnel remained at an average level of 55,000 during the 1960's.

As of the end of 1971, the total military population, including active duty servicemen, their dependents and military civilian employees located in Hawaii, stood at approximately 110,000, or about 14 per cent of the total State census.

## Economic Impact

According to economic figures for 1970, defense expenditures still make the largest contribution to the State's economy.

Despite administration cutbacks in the defense budget, the military is spending more to maintain the Pacific defense posture in Hawaii. The strategic importance of Hawaii will continue to increase in the 1970's with the withdrawal of American troops in Vietnam and the pullback of U.S. forces from Okinawa and Korea.

In 1970, total defense expenditures in Hawaii amounted to $683.4 million. The largest chunk of defense money went for military payrolls (37%). Civilians employed by the military took the next largest portion (36%), with the Pearl Harbor Naval Shipyard employing the largest number. Local purchases accounted for 26% of the total.

The Navy and Marine Corps continue to lead the other services in the amount of money spent in Hawaii, accounting for more than half the total defense expenditures for 1970. Spending figures by services for 1970 were:

| | |
|---|---|
| Navy | $342.9 million |
| Army | $191.6 million |
| Air Force | $113.2 million |
| Coast Guard/others | $ 35.7 million |

## Individually Speaking

Although official defense spending in the Islands is well documented, the amount of revenue flowing into the State's purse from individual spending by servicemen and their families is difficult to calculate.

Despite the fact that many service families live "on post" and do some of their shopping there, an inevitable amount of private purchasing is done on the local economy.

Automobiles, furniture, souvenirs, jewelery and food stuffs are but a few examples of items which service people purchase from local retail outlets.

Many military families choose to live in civilian housing, buying and renting from local real estate companies or local residents. Some of these will even decide to remain in Hawaii permanently after retirement or discharge.

Military families residing in the civilian community are prone to spend more money at local department stores and markets than are those living on post, because of the convenience.

Entertainment, outdoor sports and sightseeing are areas that also claim a chunk of the local serviceman's budget.

Another source of income for the State is the thousands of military visitors that arrive in the Islands each month aboard Pacific Fleet ships, on leave from units in the Far East, or just stopping off for a few hours between planes. Spending money for entertainment, sightseeing and souvenirs, these visiting sailors, soldiers, marines and airmen provide a continuous source of income for Hawaiian businessmen.

The heaviest period of spending by military visitors occurred from 1966 to 1970 when the military's rest and recuperation (R&R) program was in full swing. The program, which flourished during the height of the Vietnam War, enabled battle-weary veterans to interupt their one-year tour of duty in Southeast

Asia with a short leave in Hawaii where they would be joined by wives, relatives and sweethearts. At the peak of the program in 1969, a total of 245,000 servicemen, relatives and friends visited Hawaii as a result of the R&R program, spending an estimated $49 million.

A boost in the tourist trade is also provided by the many visitors who come to see service friends and relatives stationed in the Islands. Because Hawaii is a crossroad of the Pacific and because of its attractiveness as a vacation spot, these visitors find it convenient to spend their holidays, or even a few days while passing through, with service families in Hawaii.

## Aloha Spirit

Most service families catch the Aloha spirit soon after they arrive in the Islands and quickly become involved in a wide range of civic, church and community projects.

Schools and organizations for the underprivileged and handicapped are often the recipients of scholarships, grants and monetary contributions by service wives' clubs.

Military youngsters participate in Boy and Girl Scout activities, little league athletic competition as well as belonging to numerous school organizations.

The military commands themselves also have a reputation for supporting and taking part in such community activities as King Kamehameha Day, Statehood Day, Aloha Week and other local celebrations.

Almost all servicemen who have had a chance to live in Hawaii consider themselves lucky and are envied by other "less fortunate" brothers-in-arms. Although only a few out of the millions of men in uniform ever get a chance to serve on permanent status in the Fiftieth State, many have visited the Islands while on leave or en route to other assignments. For most of these men, Hawaii will always hold pleasant memories. Some may eventually return for a visit and some may even decide to become permanent residents.

For almost everyone concerned, the association between the men, women and families of the U.S. Armed Forces and the people of Hawaii has been a mutually happy one.

Public Affairs Office
Commander In Chief Pacific
Camp H. M. Smith, Hawaii

24 January 1972

*Source: Department of Education. Hawaii's Economy, 1972, pages 216-222.*

# APPENDIX IV

# THE ILWU IN HAWAII

## Conditions on the plantations before unionization

During the last part of the 19th century and the first part of the 20th century, the most important industry in Hawaii was the sugar industry. Until they organized into a union, the workers on the sugar plantations were boss-dominated, overworked, and underpaid. They had no say on how much work they had to do or on their working conditions and had no job security. Racial discrimination was bad and the pay was so low that the average plantation worker did not own a stove, icebox, washing machine, or automobile. Women even had to save rice bags to make underwear.

Most of the plantation children quit school and went to work at age 14 to 16 so that they could help with the family expenses. Poor as they were, some workers tried to protect their jobs by giving presents to their boss--a chicken or a bottle of whiskey. The plantation manager dominated the whole community. The boss told them how to vote on election day, and how they had to watch out what they said to him if they wanted to be able to work in Hawaii.

## The "Big 5"

When the sugar plantations first began, they decided they needed someone to take care of financing the plantation, selling the stock, and handling the monetary affairs. There were 5 big companies in the islands who became representatives or agents in

business affairs for the sugar plantations. The companies made arrangements to sell the sugar in foreign lands, borrow money from banks, and import machinery. These agencies--American Factors (AmFac), Alexander and Baldwin, C. Brewer, Castle & Cooke, and Theo. H. Davies--came to be called the "Big 5." The men who managed the Big 5 had a lot of influence and control over the economic, political, and social life of Hawaii. The agencies soon controlled the sugar plantations they represented. Today they own the sugar plantations completely.

In the old days the Big 5 used to control plantation policy by buying enough stock so that they could put their key men on the Board of Directors of the plantations. They controlled most of the other large businesses in Hawaii the same way. The other businesses--like stevedoring, shipping, water, electric, iron works, fertilizer, banks, and insurance--were built to service the sugar industry. These businesses were paid for out of money produced by sugar workers. Later, sugar money went into the pineapple and tourist industries.

Importation of labor

One problem that the Big 5 companies had in common in the beginning was that they needed people to work on the plantations. This was a problem for the sugar industry because the Hawaiian people who lived here had their own way of life--a fish and poi economy that didn't involve the use of money. The people weren interested in working 12 to 14 hours a day under the broiling sun

on a plantation in order to make money. The Big 5 also wanted a labor supply which was cheap and obedient. And so the planters decided that they would have to go to some other country where people were so poor and miserable that they would be willing to leave their homes and come to Hawaii. The first country they went to was China. In order to handle the importation of the Chinese, the plantation companies got together and formed an organization called the Hawaiian Sugar Planters' Association. Today the HSPA still exists but they are now known for their technical, agricultural activities.

The first workers on the plantation, the Chinese, were brought in as indentured servants. They made a contract with the employers to work for 5 years. No matter how badly they were treated if they refused to work, or if they ran away, they would be caught and brought back and tried before a judge who was probably a friend of the employer and no friend of theirs. The usual punishment was to extend the contract for another year or two. On some plantations workers were whipped for misbehavior. It was a common thing for lunas or supervisors to carry big black snake whips as they rode about the fields. There are reports of lunas who would break into laborers' bunk houses when somebody didn't show up for work because he was sick and drag the sick man by his pigtail out to work. There were some riots and protests by the Chinese against these brutal conditions, but because they were bound by contract, there wasn't much the Chinese could do. Most of them simply worked out their contract, but as soon as the

contract was over they left the plantations. They either went to California to work in the gold fields or building the railroads, or they went into farming or set up a business of their own here in Hawaii.

After a while the plantation owners began to complain about the Chinese. They began to say that the Chinese were "not satisfactory," that they were bad people, and that they were not loyal to the employer. They thought only of themselves. This was the beginning of something which was repeated over and over again in the history of Hawaii, making up bad stories and calling one racial group bad names in order to have a good sounding reason for bringing in another racial group that the employers wanted. In this case the employers said,, "To build Hawaii, we need a different kind of laborer and across the ocean, there is a wonderful race of people. They just love to work, they are very loyal to the employer. They are very obedient. They don't give you any trouble and that's what we need to build Hawaii." They were talking about the Japanese. And so, they began to import Japanese laborers. When the Japanese came in, they were very obedient. They didn't try to fight back because they knew very well that they were strangers in a strange land, and they had no rights and could expect no protection from the law or from the courts.

Then in 1900 all of this changed. Hawaii was annexed to the United States and the labor contracts became illegal because they violated the constitution of the United States which prohibits

slavery or involuntary servitude. This meant that the Japanese were free to strike or to leave the plantation. Many Japanese moved to the West Coast in response to their new-found freedom. Those who stayed began talking about forming labor unions. As soon as the Japanese began to exercise their freedom, the newspapers began saying some very bad things about them just as they did about the Chinese and for the same reason--to justify bringing in new groups. Now that it was possible to strike, the plantation owners were afraid that the workers would unite into unions. This is the reason that the employers began to bring in workers from many different countries. They began importing Filipino, Puerto Rican, Portuguese, and Spanish groups. The employers thought that if they brought in workers from different lands who couldn't talk to each other, who didn't understand one another, who were suspicious of one another, it would be impossible for the workers to unite into unions.

The Big 5 did everything they could to keep the different races apart. The workers were put into different camps and wages were kept a secret with some workers receiving more pay than others. All this created jealousy and suspicion among the workers.

Early attempts at unionization

The Big 5 had a policy of not dealing with any union. It refused to recognize the right of workers to have unions and it refused to deal with any union that was formed. The employers

took the position that they would do what was right and that they knew what was right. Nobody was going to make them do anything that they didn't want to do. When there were so many strikes and so many people leaving Hawaii after annexation, the employers made some improvements in wages but they did it on their own, not by bargaining with the union.

When the plantation workers tried to organize and form unions, they made the tragic mistake of forming a union for just their own racial group. Each group formed its own union and did not allow other people to join. This form of unionism soon proved to be a failure because when an all-Japanese or all-Filipino union would go on strike, the bosses could always hire other nationalities as strike breakers. In 1909, for example, the Japanese union which was called the Higher Wage Consummation Association demanded that the employers give Japanese equal pay for equal work. The Japanese were being paid $18 a month whereas the Portuguese, Puerto Ricans, and Hawaiians on the plantations were getting $22.50. The employers refused to bargain with the union and hired other Hawaiians, Portuguese, and Koreans as strikebreakers and paid them $1.50 a day until the strike was broken.

When workers at one company would strike, the other companies would help pay the expenses of breaking the strike. All the employers joined together because they knew that if they allowed the workers to organize and win improvements through unionism in one place, the workers on other plantations would surely do the

same. So the employers agreed to set up a fund to break the strike into which every plantation paid a share. They told the managers not to give in, no matter what it cost.

Strikes were brutally broken with workers and their families being kicked out of their plantation homes and kicked off the plantation property. Leaders were arrested. Newspapers and public officials always accused strike leaders of being disloyal, red radicals, and crooks. In the big strike in 1924 on the island of Kauai, 16 Filipino strikers were shot to death by the National Guard.

If a worker tried to get other workers to join the union while he was on the job, he would be fired and usually had trouble getting another job anywhere in Hawaii because his name would go on a blacklist. The list would be passed from one Big 5 company to another so that no plantation would hire the worker. Even if the worker did manage to get a job working for a private businessman--maybe a little grocery store--there were ways that banks or companies connected with the Big 5 could put pressure on his employer. Most people were pretty careful not to criticize the way things were because it could get you a bad name. The Big 5 also controlled the legislature and had plenty of influence with the police, the courts, and the newspapers.

Hawaii's workers were not able to win democratic rights on the job or in the community until they organized themselves into a new kind of union--the International Longshoremen's and Warehousemen's Union, or ILWU. The ILWU had the following principles:

1. United all races in one union--with equality and respect.
2. Uniting all workers in a particular company in the same union.
3. Uniting all workers who worked for the Big 5 regardless of the type of company--sugar, pine, or longshore--in the same union, with statewide coordination to match the employers' statewide control.
4. A democratic rank and file union--run by and for the members.
5. United with West Coast longshoremen, as a guarantee that even if the employers could break a Hawaii strike, they couldn't unload the sugar or pine on the mainland.

The Sugar Strike of 1946

Workers had started forming the ILWU before the beginning of World War II, and during the war more and more workers joined the union. The ILWU signed its first contract with the sugar industry in 1945, but the first test of what the ILWU had built came about in the fall of 1946. In that year the employers imported 6,000 new workers from the Philippine Islands, fresh from Japanese occupation. They were sure that the Filipinos would be full of hatred of the Japanese and would refuse to cooperate with them in a strike when the first agreement expired in 1946. But the union men were not sleeping. They arranged with the seagoing unions to ship out union organizers on the

crew of the ship which brought the newcomers to Hawaii. So before the Filipinos arrived, they had all been signed up on union cards. They were greeted on the docks and at the plantations with brass bands, leis, luaus, and welcomed into the union family. When the strike did start in September 1946, the new Filipinos stood firm with the rest of the union. They were as solid as any other group.

The ILWU won the sugar strike of 1946. Hundreds of workers were arrested but the membership held tough and won the first clear-cut strike victory in the history of the Islands. Wages were raised to 70 1/2¢ an hour, and they got a contract which protected workers' rights to fair treatment, to raise grievances, and to take part in community affairs and political action without discrimination.

It went on to negotiate pension plans, severance pay, and protection for workers against being thrown out when the industry changed over from handcutting of cane to machine harvesting. It changed sugar workers from a sub-standard, no-security, bare-subsistence group to the highest paid agricultural workers in the world, with good fringe benefits and working conditions. Workers now have dignity and respect.

Effects of unionization

Before the organization of the union, the boss could fire you for no reason at all--just because he felt like it. There was nothing you could do about it, except to look for another job.

The union changed that and other things. Now you cannot be fired unless you do something wrong; and even then, the contract grievance procedure gives you every chance to tell your side in order to try to save your job.

Wages in 1945 were 19¢ an hour at the bottom, and skilled carpenters were making as little as 50¢. Today the lowest paid worker earns $2.49 and some as much as $4.44 1/2. Average wages were over $3.00 last year with fringe benefits worth more than $1.25 an hour.

Benefits that workers now take for granted did not exist in 1945. There was no such thing as paid vacation or holidays, daily overtime, weekends off, sick pay, dental plan or severance pay. Some plantations did not give pensions; others gave $15 to $20 a month.

These changes did not come easy. They were not simply handed out by a grateful management. They were won only by courage and determination of a united work force willing to make major sacrifices to achieve their objectives.

In 1943 the employers set up their own union--the Hawaii Employers Council--to coordinate their resistance to the workers. Companies pay dues, based on their payroll, they work together on policy and strategy, statewide and across industry lines, and maintain a highly paid staff of negotiators and propagandists.

There have been three statewide sugar strikes--in 1946, 1958, and 1969--and many single-plantation struggles. The employers tried over the years to scare the workers away from

the union by calling the leaders communist and by claiming that union demands would break the industry. They tried to get workers on various plantations to split away from the rest of the union and make their own separate deals.

But the sugar workers had faith in themselves and understood that only unity made them strong. They stuck together and in winning freedom for themselves they opened the way for other workers in other industries to form unions and win decent living standards. They helped overcome racial discrimination and make Hawaii a modern, democratic, and prosperous community.

The lessons of the past years prove that when working people join together they can change their lives for the better.

David Thompson, ILWU

*Source: Department of Education. Hawaii's Economy, 1972, pages 223-233.*

# APPENDIX V

## BUSINESS-LABOR RELATIONS IN HAWAII

There was a time when most owners and managers of businesses were deathly afraid of labor unions. A lot of bitterness developed here in Hawaii during the 1930s and 1940s between business and unions.

Very little of that ill feeling exists today. Why? Largely because fear and hatred come from ignorance and both businessmen and labor leaders really didn't know each other. They still do not agree with each other most of the time, but there is none of that hatred and violence that once existed.

That they don't always agree is healthy for both sides.

After all, businessmen, to keep <u>their</u> jobs, must make money for the owners of the company who have put their savings to work creating a business that makes jobs for people.

The leaders of labor unions, to keep <u>their</u> jobs, must get as much as they can for their members without forcing the company to go out of business.

Naturally, both parties will look at the price of labor from two different viewpoints. Fortunately, both business and labor tend to reach agreements much more often today than in the distant past.

Most businessmen are still disturbed when they hear labor leaders constantly reminding the workers how bad it was "in the old days." They know that workers are very much better off today

and they want them to remain that way. For business has learned--even if it learned it the "hard way"--that workers who are well paid and have such added benefits as medical insurance, retirement and profit-sharing plans, paid vacations and sick leave, etc., are better workers. And better workers help the business stay in business.

Business no longer "runs things," as some would have you believe. In government, it is very clear that labor unions have a stronger voice than business for there are far more laws that favor unions than favor business.

The biggest complaint most businessmen have about labor unions is not their demands for more pay--though sometimes they ask for much more than a company can possibly pay--but that unions try to tell managers how to run the business and let them make very few decisions, such as who to move to a certain job, who to promote and how much of a raise he ought to get. Unions set up work rules and give managers very little to say about how things will be done.

While labor unions have done much to improve the standard of living of almost everyone, they also make demands from time to time that are not justified by the size of the contribution a worker makes to a business. The only choice a business has, if it is to meet these demands, is to raise prices. And higher prices will be paid by the workers in that company as well as by all others in the community.

This is the major reason the President of the United States was forced to set up wage and price controls in 1971. The price of labor, and thus the price of goods, had been going up too fast and we suddenly found that products made in America could not compete with products made in other countries. We were buying much, much more from other countries than we were able to sell to them. That was putting Americans out of work at home and we had to put a stop to it, even if the President had to do something none of us like--tell us how much we can make and how much we can charge.

Both business and labor have to share the blame for this state of affairs. Both, fortunately, now hope that these government controls can be removed some day soon.

It's a hard lesson for us to learn--that we must all understand that the pie is just so big and that we have to be fair to all sides when we slice it up.

Labor deserves to be fairly rewarded--the more labor produces the more it deserves.

Business deserves to make a fair profit (the average is less than 6¢ on each dollar of sales) so that it can put some of it into better equipment and pay some of it to the people who invested their savings to start and to maintain the business.

Most important, both labor and business must forget the past and look ahead to a more promising future.

George Mason
Publisher, Pacific Business News

*Source: Department of Education. Hawaii's Economy, 1972, pages 234-236.*